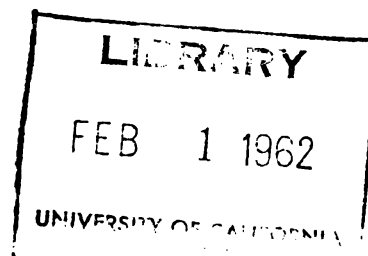


Forty-Third
Anniversary Conference

National Association
of
Student Personnel
Administrators

THE BROADMOOR
Colorado Springs, Colorado



APRIL 2-5, 1961

P R O C E E D I N G S

FORTY-THIRD
ANNIVERSARY CONFERENCE

NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS

LB2301

N25

1961

Officers of the Association

President Executive Dean William S. Guthrie,
Ohio State University
President Designate .. Dean Fred H. Weaver, University of
North Carolina
Vice-President Dean Donald K. Anderson, University
of Washington
Vice-President Dean Carl M. Grip,
Temple University
Vice-President
Designate Dean Harold E. Stewart, Wayne State
University
Vice-President
Designate Dean Juan Reid, Colorado College
Secretary-Treasurer .. Dean Carl W. Knox, University of
Illinois
Conference Chairman .. Dean Glen T. Nygreen, Kent State
University

Executive Committee: The Officers and

Dean H. Donald Winbigler Stanford University
Dean Armour J. Blackburn Howard University
Dean O. D. Roberts Purdue University
Dean Arthur Klendl University of Colorado
Dean Patrick H. Ratterman, S. J. Xavier University
Dean David W. Robinson Emory University
Dean Hubert J. Wunderlich Kansas State University
Dean Fred H. Turner, Historian University of Illinois

Dean Arno Nowotny, Placement Officer ... University of Texas

April 2-5, 1961
The Broadmoor Hotel
Colorado Springs, Colorado

NOTE: The material in this book is a transcribed account
of the proceedings of the annual meeting. The contents are
reproduced as they were transcribed without the benefit of
editing or rewriting.

STATEMENT OF PRINCIPLES

This is a brief statement concerning NASPA.
It was prepared by our historian, Dean Fred H.
Turner, for publication in the Personnel and
Guidance Journal.

Name of Association: National Association of Student Personnel Administrators.

Address: Secretary-Treasurer, Dean Carl W. Knox, 157 Administration Building, Urbana, Illinois.

Purpose of the Association: The purpose of the Association is to discuss and study the most effective methods of aiding students in their intellectual, social, moral, and personal development.

"The institutions which are the constituent members of the Association are represented by those who are primarily concerned with the administration of student personnel programs in colleges and universities of the United States. Recognizing that many specialized abilities contribute to meeting student needs, this Association seeks to provide and stimulate leadership for the effective combination and utilization of all of these resources."

"As the student personnel program is affected by and affects the entire educational endeavor, this Association cooperates with those agencies and associations which represent higher education, government, community resources, and specialized interests in student personnel work." (Article II of the Constitution)

Brief History of the Association: The Association was founded in 1919 by Dean Thomas Arkle Clark, University of Illinois, and Dean Scott H. Goodnight, University of Wisconsin. The first meeting was held at the University of Wisconsin in 1919, and the second at Illinois in 1920. The original organization adopted the name, The National Association of Deans and Advisers of Men, and this title was continued until the 33rd Anniversary Conference at St. Louis, Missouri, in 1951 when the title was changed to the National Association of Student Personnel Administrators.

From the start the Association adopted the policy of institutional rather than individual memberships and this was formalized in a constitution adopted in 1932.

The Association has a long record of cooperative activities with other associations and has taken the lead in some inter-association activities. It has repeatedly surveyed itself on functions -- in 1925, 1928, 1939, 1940, and 1944. Since 1935 the Association has operated a Placement Service available to member institutions.

The publications of the Association have been the Annual Proceedings which are verbatim reports of all conferences since 1919 and a monthly News Letter from the Secretary to all member institutions. Through the years there have been special publications of bibliographies, special papers, reports of studies and casebook material drawn from the Harvard Seminars.

The work of the Association is done by the Annual Conference and Executive Committee and various committees and commissions. In 1960 active commissions are devoted to professional relationships, professional and legal principles and problems, development and training of student personnel administrators, program and practices, relations with the behavioral sciences and religious activities. There are numerous ad hoc and permanent committees devoted to special areas of interest. Since 1925 the Association has worked in cooperation with practically every recognized association of higher education, and in 1938 called the initial meeting with eight other groups seeking to coordinate and improve inter-association relationships. An outstanding activity began in 1954 when the Commission on Development and Training in cooperation with the Harvard Graduate School of Business Administration, and with Foundation support, conducted national and regional studies at the Business School and regionally with the Business School faculty in 1954, 1955, 1956, and 1957.

Membership: Memberships in the Association are institutional with the official representative designated by the institution. Four year degree granting educational institutions approved by their regional accrediting bodies are eligible for membership. There are 340 member institutions in 1960, representing institutions in fifty states, Puerto Rico, and Canada.

TABLE OF CONTENTS

	<u>P a g e</u>
Officers and Executive Committee	1
Note re: Proceedings	1
Statement of Principles - by Historian Turner	11
1961 Conference Program	x
OPENING GENERAL SESSION	
Sunday, April 2, 1961	
Invocation	1
Welcome - President Guthrie	1
Introduction of Officers	2
Introduction of Committee Chairmen -	
Vice President Anderson	2
Introduction of Commission Chairmen -	
Vice President Grip	5
Announcements and Remarks by	
Conference Chairman Nygreen	8
Report -	
Secretary-Treasurer Knox	11
Announcements and Remarks by	
Host Dean Juan Reid	13
Introduction of Guests	14
SUNDAY DINNER SESSION	
April 2, 1961	
Invocation - Rev. Ratterman	17
Remarks and Introduction of Officers and	
Guests - Vice President Anderson	17
Address - "The Educated Man and National	
Goals" - Dr. Benezet	21
Announcements	32
MONDAY MORNING SESSION	
April 3, 1961	
Remarks -	
Vice President Grip, Chairman	33
President's Address -	
Executive Dean Guthrie	34
FIRST BUSINESS SESSION	
Monday, April 3, 1961	
Memorial Service - Dean McLeod	53
Report of Committee on -	
Consulting Services, Dean Stibbs	54
Report -	
Commission IV, Dean Craven	60
Commission V, Dean Smith	65
Commission VII, Father Yanitelli	72

TABLE OF CONTENTS

P a g e

CONFERENCE LUNCHEON

Monday, April 3, 1961

Invocation - Dean Sampson	75
Introduction of Guests -	
Chairman Knox	75
Introduction of Guest Speaker -	
Dean Huit	77
Address - "Institutional Accreditation and Student Personnel Work"	
Dr. Dewey B. Stuit	78

SECOND BUSINESS SESSION

Monday, April 3, 1961

Report -	
Committee on Fraternity Relations-	
Director Hansford	92
Committee on Membership -	
Dean McLeod	95
Commission I - Dean Clevenger	97
Commission III - Dean Roberts	103
Proposed Constitutional Change -	
Dean Turner	105
Announcements	107

MONDAY EVENING SEMINAR I

Trends in Campus Provisions for International Students -	
James M. Davis	108

MONDAY EVENING SEMINAR II

Social Change and the College Fraternity Institutionalism vs. Adaptability -	
Remarks - Robert E. Bates	116

MONDAY EVENING SEMINAR III

Remarks - Chairman Jack Matthews	121
"The Law, and the Dean as Investigator"	
Panel -	
Dean Joseph D. Boyd	122
Assistant Dean Charles R. Gambs	133
Discussion	139

TABLE OF CONTENTS

	<u>P a g e</u>
THIRD BUSINESS SESSION	
Tuesday, April 4, 1961	
Program Announcements	162
Report -	
Committee on Nominations and Place ..	163
Proposed Constitutional Change	168
Address -	
President-Designate Fred H. Weaver...	170
Announcements	186
THIRD GENERAL SESSION	
Tuesday, April 4, 1961	
Report -	
Committee on Cooperation with A.I.A..	187
Committee on Cooperation with ACUHO..	192
Committee on Cooperation with	
National Student Organizations	194
Committee on Student Discussion and	
Action on Social Issues	196
Announcements	209
TUESDAY LUNCHEON SEMINAR IV	
April 4, 1961	
Address - "The All-Purpose Dean"	
Dean Davis Harris	210
Discussion	221
TUESDAY AFTERNOON SEMINAR VII	
April 4, 1961	
Developing Physical Facilities for	
Student Personnel Services	225
Burns B. Crookston presented -	
"A Survey of Campus Locations of Student	
Personnel Physical Facilities"	225
CONFERENCE BANQUET	
Tuesday, April 4, 1961	
Invocation - James C. McLeod	246
Remarks - President Guthrie	246
Toastmaster - Herbert J. Wunderlich	249

TABLE OF CONTENTS

	<u>P a g e</u>
CONFERENCE BANQUET (Cont'd)	
Tuesday, April 4, 1961	
Introduction of Guests & Officers	252
Introduction of Speaker- by Dean Netherton	254
Address "The Role of the University in World Affairs through the Peace Corps" Albert G. Sims	256
Presentation of Gavel to President Weaver	267
FINAL BUSINESS SESSION	
Wednesday, April 5, 1961	
Reports -	
Commission VI	269
Committee on International Exchange of Students	271
Committee on Legal Principles and Problems, Subcommittee of Com- mission II	278
Committee on Placement	283
FOURTH GENERAL SESSION	
Wednesday, April 5, 1961	
Announcements	287
Introduction of Speaker - Armour J. Blackburn	289
Address - "The Dean and Student Rights: Social Action by Students On and Off Campus" - Dr. James M. Nabrit	291
Panel -	
Dean Fred H. Turner	298
Dean Edmund G. Williamson	301
Discussion	303
Resolution of Appreciation	313
Program Suggestions	314
Adjournment	315

TABLE OF CONTENTS

	<u>P a g e</u>
APPENDIX A	
Report of Secretary	316
Report of Treasurer	319
APPENDIX B	
Historian's Note	
"The Deanship of Men -- Deans and Deaning" - Dean Scott H. Goodnight	321
APPENDIX C	
1961 Conference Officers, Committees and Commissions as shown in Program ..	332
NASPA Annual Conference Dates	339
Commission II - Statement of Principles and Ethical Practices of Student Personnel Administrators, Adopted April 7, 1960	340
APPENDIX D	
Attendance 43rd Conference	343
APPENDIX E	
Roster of Members, March, 1961	350
Emeritus Deans	357
APPENDIX F	
Summary of Previous Meetings	358

OPENING GENERAL SESSION

Sunday, April 2, 1961

The opening General Session of the Forty-Third Anniversary Conference of the National Association of Student Personnel Administrators, held April 2-5, 1961, at The Broadmoor, Colorado Springs, Colorado, convened at four-ten o'clock, NASPA President William S. Guthrie, Executive Dean of The Ohio State University, presiding.

PRESIDENT GUTHRIE: The Forty-Third Annual Meeting of the National Association of Student Personnel Administrators will open with an invocation, and it will be given by the Reverend Father Victor Yanitelli, Vice President of Fordham University.

FATHER VICTOR R. YANITELLI (S.J., Fordham University): O God, source of all wisdom and of light: We beg you to bless this Conference with just that wisdom and light that we may see our responsibilities as they are made clear to us, and have the courage to face up to them, for ourselves, for our universities, and for our country. Bless this Conference and all who participate in it. Amen.

PRESIDENT GUTHRIE: It is a very great pleasure for me to open the Conference and to welcome you, particularly in these beautiful surroundings, the Colorado mountains and the countryside, the good company that you keep, which is pleasant in itself, and the Broadmoor Hotel. This is not a plug for the management. I think I am just speaking what we have said among ourselves as we enjoy the hotel.

The Conference Chairman, Glen Nygreen, called back to Kent, Ohio, about an hour ago and found out that it is snowing and cold, and that the academic life is carrying on. I thought you would want to know this. It is a refreshing thought in one sense at least. (Laughter) And it reminds me of the 3-r's in the academic life, even though we feel somewhat removed of it, even though at least until our sessions begin. On our own campus the definition of the 3-r's for our music and theater majors is: rehearse and romance and then reduce it. And the reduce it reminds me of the definition of the Broadmoor diet, which takes off \$135.00 in six days. (Laughter)

I have already been misunderstood by my wife, who is in attendance here. I indicated to a group yesterday that when she came in I had been here two days earlier. When she arrived she told me she was twelve pounds overweight, and I repeated this to another party, and found out that it was misunderstood. She had paid \$5.40 to United Airlines because her weight was twelve pounds greater than was allowed. She is within her allowance otherwise. (Laughter)

I thought while we were speaking of "reducing it" I wanted to clear that up.

The other reference, by the way, to the 3-r's, it just happened that I read the newspaper the day it was telling about a teacher who had turned stripper. I am sure you did not notice this statement in the newspaper, but it happened to come to my attention. She was specializing again in the three r's, it was 'reathing, 'rithing and rhythmic-tries -- in case that means anything to two or three of you that I think might know. (Laughter)

In a sense this opening meeting is not as necessary as some of the meetings which will follow, because this is a get-acquainted session. But I thought that it might hasten things along if we would have an opportunity for you to identify the officers, the members of the executive committee, the committee chairmen, and the commission chairmen, so that in part this will serve the function of this meeting this afternoon.

May I just do it in this fashion -- by the way, in calling off names, it reminds me of the new maid who had been called into the van Asterbilt home, and she asked what her duties would be. They said, 'Well, we are having a large party tonight and we would just like to have you stand here by the door of the main hall, and will you just call the guests' names as they arrive.'

And she said, "Oh goody," she'd enjoy that. She knew a couple of beauts. (Laughter)

Now I am going to call their proper names, and ask them to stand as they are identified as officers of the association and members of the executive committee.

... Introduction of Officers and Executive Committee and Conference Staff ...

PRESIDENT GUTHRIE: The chairmen of the committees and commissions, who are present here, and their alternates in some instances, will be introduced by the Vice Presidents of the association, respectively. Let me call first on Dean Donald Anderson, Vice President, who has worked with the committee Chairmen this year, and he will introduce the committee Chairmen.

VICE PRESIDENT ANDERSON: Thank you, Bill. If you will refer to pages 14 to 17 in the printed program for the Conference, you will see the full membership of the various committees of the association. I will introduce only the Chairmen, or those serving in the place of Chairmen who are absent, asking them to rise and indicate the plans that these committees have for additional meetings during the course of the Conference.

Beginning with a new Committee of the association, the Committee on Consulting Services, Dean "Jack" Stibbs of Tulane.

DEAN STIBBS (Committee on Consulting Services): I would simply like to ask the members of our committee to meet tonight in accordance with the schedule, at nine o'clock in my room. That is the Committee on Consulting Services. My room is 706.

VICE PRESIDENT ANDERSON: The Committee on Cooperation with the American Institute of Architects is Chaired by George Brown of Carnegie Tech. He is not present. Dean Bob Goodridge of the University of Redlands is serving in his place. Bob.

DEAN GOODRIDGE (Committee on Cooperation with the American Institute of Architects): According to our Conference program, the Committee on Cooperation with AIA is meeting in the Ballroom-stage area, at nine o'clock. We have been fortunate, through Dean Reid, to secure Mr. Lamar Kelsey, who is President of the Colorado Chapter, AIA. Mr. Kelsey will be with us this evening at the time the committee meets.

VICE PRESIDENT ANDERSON: The Committee on Cooperation with the Association of College and University Housing Officers is Chaired by Dean Joseph Boyd of Northwestern University. Is Dean Boyd here?

DEAN NYGREEN: He is here but is just moving in his room.

VICE PRESIDENT ANDERSON: In that case, I had better see if he is scheduled for this evening. Yes. This committee will meet at nine tonight, or immediately after the dinner, in the Ballroom area.

The Committee on Cooperation with National Student Organizations is Chaired by Dean Ray Hawk of the University of Oregon.

DEAN HAWK (Committee on Cooperation with National Student Organizations): Dean Don, and Members, we will meet tonight at nine o'clock in the North Lake Room; and we will follow this on Tuesday with a luncheon meeting.

VICE PRESIDENT ANDERSON: Thank you.

The Committee on Fraternity Relations is Chaired by Dick Hansford of the University of Akron. Is Dick Hansford here?

DEAN NYGREEN: He is.

VICE PRESIDENT ANDERSON: Where is he? Well, this committee will meet this evening in the Golf Club Oval Room.

The Committee on International Exchange of Students is Chaired by Dean John Netherton of the University of Chicago. Is John Netherton here? This committee will meet tonight in the Palm Court. Do I have that correct?

DEAN NYGREEN: That is right.

VICE PRESIDENT ANDERSON: The Committee on Membership is Chaired by Dean Jim McLeod of Northwestern. Jim.

DEAN McLEOD (Committee on Membership): The Committee will meet in Room 703 at nine o'clock, or immediately after the dinner.

VICE PRESIDENT ANDERSON: The Committee on Placement. Shorty Nowotny is not present. Dean Dick Hulet is acting in his place. Dick, would you say something else about the Placement activities?

DEAN HULET (Committee on Placement): Thank you, Don. The Placement Committee, which will be serving as well as we can -- but perhaps not nearly as well as Shorty Nowotny might do -- will be functioning tomorrow and Tuesday from nine a.m. until five p.m. in the Sun Deck, just off of the Ballroom. It is just south of the Ballroom. In order to get organized -- and I hope you will bear with the committee for a time because we will be in a state of disorganization due to Shorty's not being able to be with us, at the last minute -- the committee will meet at 5:30 in conjunction with the social hour. (Laughter) That is, I am not asking you to give up your social hour, but we will meet in conjunction with the social hour, also on the Sun Deck of the Ballroom. We will try at that time to get somewhat organized.

One of the problems which we must overcome is the fact that the material which Shorty had, which is so essential to the work of the Placement Committee, is in the hands of one Assistant Dean Mighell who has not yet arrived. So we will be operating under some handicap, but we hope very much to be able to serve both those of you who are interested in finding young capable people to add to your staff, and also those young people who are interested in associating themselves with some of the very capable deans who are in attendance here today.

So we will try our best to muddle along and do what we can in Shorty Nowotny's absence. Thanks, Don.

VICE PRESIDENT ANDERSON: Thank you.

The ad hoc Committee on Student Discussion and Action on Social Issues is Chaired by Dean Ed. Williamson of the University of Minnesota. Ed, do you want to say something about your activities?

DEAN WILLIAMSON (Committee on Student Discussion and Action on Social Issues): Mr. Chairman, as you suggested, this is a temporary committee to explore the desirability and feasibility of a longer and more exhaustive study of the functions performed, or desirable functions to be performed, by student personnel administrators with regard to the various forms of expression of students, with regard to social issues broadly defined.

I suppose the kind of social issues that disturbs us most, which probably needs continuous re-examination, are the so-called controversial issues. Whether there are any left, after you subtract "controversial" I do not know. (Laughter)

At any rate, we will meet tonight and we hope that those of you who are interested in this topic will meet with us, and arrive at some kind of a consensus concerning a recommendation to the executive committee for action at a later time.

VICE PRESIDENT ANDERSON: Thank you. This ad hoc committee is one in which the executive committee of your association has taken a particular interest this year, and I am sure that you will find the discussion this evening, under Dean Williamson's direction, a most stimulating one. Ed does not know it, but your meeting is scheduled for the Main Dining Room.

Now, have I neglected any of the Committees? If not, President Guthrie has asked that I indicate to you that there is no committee as such on resolutions for this Conference. Members of the association wishing to present resolutions of any type or kind should present them through the various committees and commissions, or through any member of the Executive Committee. Thank you.

PRESIDENT GUTHRIE: The Chairmen of Commissions will be presented by Vice President Carl Grip.

VICE PRESIDENT GRIP: Thank you, Bill.

The Executive Committee has been here for a couple of days, and before announcing the committee chairmen, I want to remark that I am always impressed, having once been a convention chairman, at how much work goes into this. Glen Nygreen and Carl Knox have been very busy.

This reminds me of an experience that a colleague of mine had in a convention once, when she was Chairman of the International Visitors Committee. She received a letter

about two months before the convention asking her if she would kindly address a letter to this chap's president. As it happened he was a dean at a Middle Eastern University, a Moslem. And she did this. She wrote a very persuasive letter to the president, and she very shortly received a cablegram from the dean saying that he was coming to the convention. The president had given him the money, and he was bringing four wives. He did not explain whether the president had agreed to pay for the four wives. He asked her to get accommodations for them.

She did this. She used a routine reservation form and sent it to the hotel management. The next day she received a frantic telephone call from the manager of the hotel. He said, "Doctor, I run a decent establishment." She was perplexed until he told her what he was referring to. She explained the situation to him and the reason for the request. She told him, "Why don't you quit while you're ahead. He really has seven wives." (Laughter)

He arranged the housing for the four wives, and a few days later a cablegram arrived saying that the dean was not bringing four wives, but only two, so would she change the accommodations.

At this point she decided that rather than write to the hotel manager, she had better call him, which she did. She called him and asked him to change the accommodations. He said, "What kind of accommodations should I arrange for?" She said, "Why don't you take a double room and put a cot in it." (Laughter) When the chap arrived from the Middle East, it turned out this is not what you do in this kind of a case. (Laughter)

We have had a pretty busy year with our Commissions this year, and before getting on to introducing the Commission Chairmen, I would like to point out something that Don Anderson forgot to say, and that is that there are listed in the program members of each commission. It is hoped, of course, that all of these members will attend the commission and committee meetings at their designated times.

It is also expected that each member who is not a member of a commission or committee will select a group, one of these groups, which he would like to work with and attend one of these meetings -- that is, select one and attend the meeting tonight, and the subsequent meetings. This is then not only an invitation to you who do not belong to a commission or a committee at the moment to participate, but it is an urgent request that you do so.

Commission I, Professional Relations, is headed by Jack Clevenger. Jack, do you want to tell where you are meeting tonight?

DEAN CLEVINGER (Commission I): Glen, you have a change in our meeting room, I believe.

DEAN NYGREEN: No, you are all set.

DEAN CLEVINGER: All set? Okay. That is in the Golf Club room.

VICE PRESIDENT GRIP: Fine. This Commission has to do with the relations with other professional organizations, and the Inter-Association Coordinating Committee.

Commission II, Professional and Legal Principles and Problems, is headed by Dean John Hocutt of the University of Delaware. This Commission has been working on the numerous kinds of legal problems that have confronted so many of us in the past year or two. John is not here. The reason he is not here is primarily because he has had so many court appearances himself that he has fallen seriously behind in his work, and this is literally true. (Laughter)

In his absence he has asked his righthand on this Commission, John Gwin of Beloit to chair the meetings. John, are you here? Where are you? Do you know where you are meeting? I have down the El Pomar Room.

DEAN GWIN: That is right. The only reason I am here is so that I can get away from the lawyers. (Laughter)

VICE PRESIDENT GRIP: Any of you who have had any trouble with the courts this year will find a warm welcome with this group.

Commission III on the Development and Training of Student Personnel Administrators, one of our older Commissions, is headed by the venerable O. D. Roberts of Purdue. Where are you meeting tonight, O.D.?

DEAN ROBERTS: El Pomar B.

VICE PRESIDENT GRIP: Commission IV is engaged in the construction of Program and Practices Evaluation instruments, and this is headed by Cliff Craven. I have not seen Cliff yet. Is he here? We have down that they will meet in the Palm Court. Our efficient Chairman has reminded me of a change that he has made. The Palm Court room, rather than the room that is indicated in your program.

Commission V, Relationships with the Behavioral Sciences. Mark Smith, are you in the auditorium? Mark will be here, and that group will meet in the Golf Club Copper Room.

Commission VI, Student Financial Aids, has been

Chaired this year by Clark Davis of Southern Illinois University. Clark was unable to make the meeting this year. I think this is the first one he has missed in about twelve years. In his absence he has asked Armour Blackburn to Chair the meetings. Armour will not arrive until sometime later tonight, and the meeting at nine p.m. tonight will be Chaired by William Swartzbaugh of the University of Pittsburgh. Bill, are you in the room? What room are you meeting in tonight?

DEAN SWARTZBAUGH: The Green Room.

VICE PRESIDENT GRIP: The Green Room here in this building. All right.

Commission VII, Religious Activities, is very naturally headed by the gentleman who is sitting at my right, Father Victor Yanitelli.

FATHER YANITELLI: We are meeting at nine o'clock in the North Lake Room. Is that correct, Glen?

DEAN NYGREEN: That is right.

FATHER YANITELLI: I would just like to announce for the members of the Commission that we are having a little orientation meeting at six o'clock. I hope it does not interfere too much with your social hour, and to see that it really does not interfere with it, Phil Price and I thought the orientation should take place in the bar. So if there is no--(Laughter)--if there is no real conflict of interests there, please try to be there. (Laughter)

VICE PRESIDENT GRIP: I think if some of you other Chairmen feel this is unfair competition, we ought to give you two minutes to make another offer. If not, that is all of the Commission Chairmen, Mr. President.

PRESIDENT GUTHRIE: All right. I remember, it was Jack Stibbs who called a meeting in his room and was reluctant to give you the room number, which reminded me of the girl who went to the telegraph office and wanted to send a telegram to her boy friend, at which point the clerk said, "Who is your boy friend?" And she said, "Isn't that a personal question?" (Laughter) It must be late. (Laughter)

We have a number of announcements that need to be made. I think I would like to call next on the Conference Chairman, Glen Nygreen of Kent State University, and there has been no one working any harder than Glen, unless it is perhaps the Secretary-Treasurer of this organization, who a will report briefly. First the Conference Chairman, Glen Nygreen.

DEAN NYGREEN: Thank you, Bill. I ask you each to

bear with me while I make a number of explanations.

First of all, on behalf of the hotel, which really is blessed with most cooperative management, I am asked to apologize to each and every one of you who were inconvenienced today by difficulty in getting into your rooms. As you were able to see, the Easter weekend is the most popular weekend here, with families who come with their children, and they are not at all anxious to leave by the three o'clock check-out time, and this creates a problem for the hotel. I trust you are all being taken care of now.

There will be quite a number come in later. If there should be a temporary delay, I beg your assistance in explaining it to the people who come late.

This meeting this afternoon at four o'clock in the Theater replaces a traditional opening session at which we have introduced the new persons here for the first time, the Green Ribboners.

The work of the association, under the leadership of our most recent presidents, has progressed at such a rapid rate that each and every one of us feels we need some orientation, and thus the effort to have you meet the chairmen of each of the commissions and committees.

At five-thirty p.m. in the Ballroom there will be a reception and social hour. President Guthrie has arranged a short receiving line so that you may shake hands, individually, with the officers of the Association. We ask if you won't just say a gracious word of greeting as you go into the Ballroom area. There will be punch bowls, etc., which are provided by the Association, and there will be -- Vic, if you will forgive me for crabbing your act -- there will be attractive waitresses from the bar next door, for those of you who have business with them. (Laughter) "Be careful," says Bill. (Laughter)

The Conference dinner at seven o'clock tonight in the main dining room will convene approximately on schedule. Now, what this means is that the dining room is open to visitors. If you have noticed the main dining room in this building, it is on two levels. The larger area, or the lower level, is the area where our banquet will be held, and it is at that area at the far end of it, Dean Williamson, which will be reserved for you later this evening. You will not be bothered by anyone. There may be some remaining guests of the hotel dining at the upper level, but they should be out shortly after seven o'clock.

I regret that there are some changes in sites of meetings. Commission IV has been told they will meet in the Palm Court, and so too has the Committee on International Exchange of Students. The Palm Court is that area adjacent

to the stage area of the ballroom, which is ordinarily a card playing and recreation area. It is there that a very comprehensive book exhibit has been arranged by Dr. Carl Knox and Bob Crane of his staff. So the two of you, one will have to go to one end of the Palm Court, and one at the other end, and we trust you will be able to arrange that without difficulty. We have just a few too many groups to meet to fit in everything.

I have an announcement to make about the noon luncheon tomorrow, and about the discussion sessions which follow. The topic of the noon luncheon on Monday is the question of institutional accreditation, and the attention which is paid to student personnel work as a part of that accrediting procedure.

Most of us know very little about accrediting procedures, and yet this is something which is of vital importance to student personnel administrators. Dr. Dewey B. Stuit, Dean of the College of Liberal Arts at the State University of Iowa, has prepared and will bring to us a paper which I am sure you will find stimulating, informative and provocative.

In the discussions which follow, it may be that you will, from your own experience and your own concern, and with the help of those who are leading the discussions, have much to bring to focus, and the executive committee would be delighted to have from you any discussions of concerns in those discussion areas which you wish to forward to the executive committee for future development and action.

If, after you have exhausted your interest in that topic, you wish to turn to other topics, that is the prerogative of the individual group.

There is no dinner scheduled on Monday. A hospitality hour at five o'clock, a series of special interest meetings for those who want to follow through with them. At several places in the program you must make choices. Monday evening is one, with three competing seminar sessions, each well planned with prepared papers, and I regret very much that no one of us can be at all three, but to get into the program the things you said you wanted, this was necessary.

Similarly on Tuesday noon there are two competing seminar sessions. I should like to explain that Seminar 4, entitled "The All-Purpose Dean" is intended to give particular attention to the professional problems of the dean who must do everything, who does not have a staff of specialists on whom to rely, and we shall have, under the discussion chairmanship of Dean David Robinson and the presentation of a very fine paper by Dean David Harris, a chance to explore some of those areas.

The committees listed at 12:45 p.m. on Tuesday have all had their locations changed, every one. A chart will be posted and will be in the registration area, rather than take your time now.

I come now to the Tuesday evening dinner. There has been a change of the main speaker, and at the request of your President, who made this arrangement, I am pleased to announce this. Nearly a year ago President Guthrie arranged with former University of Minnesota President, James Lewis Morrill, now Consultant to the Ford Foundation with special responsibility for relationships with International Universities, that he should come and be with us tonight. We understood when this was done that commitments to the Ford Foundation might, at the last minute, make it impossible for him to be with us, and this turned out to be the case.

Whereupon our ingenious President arranged a psychological warfare campaign, aimed at getting the personal attention of Mr. R. Sargent Shriver, who has been confirmed as the responsible administrative officer for the Peace Corps, and with his help we have coming to be with us as our banquet speaker on Tuesday night Dr. Albert G. Sims, Vice President of the IIE, the Institute for International Education, and the officer confirmed in the governments organization of the Peace Corps responsible for all University programs. So we will have with us a very stimulating and provocative person bringing us a very current address.

President Nabrit of Howard University will be with us on Tuesday evening, and will be our headline speaker on Wednesday morning.

Now I do need to see a few people very briefly, and so I would like to ask if Dean Lawrence Riggs, Dean William R. Nester, Dean Jim McElhaney, and Dean Harry McCloseky from Loyola University of Chicago, would meet me down here at your front right corner of this theater immediately after this meeting. I would also, at their convenience, like to speak briefly to Don Marsh from Wayne State University, Dean Darold Shutt of the University of Arizona, and also John Netherton of the University of Chicago. I think that is all. Thank you.

PRESIDENT GUTHRIE: There can be no better job done really in planning for this Conference than that which Glen Nygreen has done, and we are very grateful to him, I am sure, each and every one of us.

We have the same kind of help in the form of our Secretary-Treasurer for NASPA, Dean Carl Knox, who will make a brief secretary's report at this time.

SECRETARY-TREASURER CARL W. KNOX (Report of NASPA Secretary): Thanks, Bill.

About forty minutes ago we had 182 registered for this 43rd annual conference. I am in my 44th year now, and I have a feeling that NASPA is gaining on me. (Laughter)

I hope that all of you had the opportunity to pick up a copy of the Annual Report of the Secretary, attached to which is a statement concerning the state of our treasury.

On that report our membership shows as 344 four-year degree granting institutions. I can report right now that the scene has changed. We have four additional members, so that total is actually 348, and there are several others under consideration.

Our treasury does show reasonable health, and we are happy about it. We certainly hope that in the next year, and in the future, NASPA can see support granted to members of its commissions and committees, as well as to the executive committee, for travel, for getting together through the course of the year.

At this time I would like to welcome suggestions, news items, or any communications which any institutional representatives or participants in NASPA might care to send along.

A couple of points upon the Conference business of the Secretary. This year we are prepared with a limited service pertaining to typing and to duplicating. Now for each commission and committee chairman this does not mean that we can absorb everything you might like to have us do. We would be happy to help if it is at all possible. Therefore I would like to suggest that any of you wishing duplicating service or limited typing service, get in touch with me, between meetings around the registration desk, or in Room 221.

Now another service which we are proud to render and are happy to do so. From here on out we will be happy to cash any personal checks of participants in this Conference, as long as our cash holds out. It is much easier to handle the paper which you provide us, than the actual cash amounts. And from the past record, which would show from my predecessors, and when I have been in the business, the non-sufficient fund checks are far and few between; and besides, a new month has just gotten under way. (Laughter)

One last word about this book exhibit. Glen mentioned it. It has been touched upon in your programs. It is in the foyer just off the ballroom, and I would be happy for you to take a look at this. I would like to just give credit where credit is due, and it is not "staff." It was actually Bob Crane's project. Bob is a young man, of

Quaker background, with several years of service as a Sergeant in the Army Engineers, and this, I submit, is a pretty fair experience picture for his current role as Associate Dean of Men. (Laughter) Thank you.

PRESIDENT GUTHRIE: Thank you, Carl.

Conference Chairman Glen Nygreen had one additional announcement that he had expected to make. There are 7:30 a.m. breakfast meetings tomorrow morning for two groups. I am sure you are all looking with expectation to the 7:30 a.m. breakfast meeting. (Laughter)

First, the Program Evaluation Committee, which is listed on page 5, will meet at a round table in the dining room, at breakfast tomorrow morning at 7:30. Second, all committee and commission chairmen will meet with the officers of the Association at 7:30 a.m. in the North Lake Room for breakfast at 7:30 a.m.

I may report for your information that the Secretary-Treasurer's report, which has been put in mimeographed form and which has been distributed to you, has been received and accepted by the executive committee, and some brief mention was made of this by the Secretary-Treasurer.

There are some announcements and statements to be made by the Local Conference Chairman, or Host, Dean Juan Reid.

DEAN REID: First thing, I want to apologize to you, Glen, and to Bill, for the kind of weather we are having for this Conference. (Laughter) It is a kind of repeat performance of the kind of weather we had in 1952, and I think the absenteeism at that time ran about 55 per cent. (Laughter) And I think you will have a very difficult time if this continues in having a full attendance at these meetings.

One person who came in a little late, I would like to introduce. Col. Ofiesch, who is in the back of the room, has given us a great deal of assistance in our planning, particularly with the arrangements with the Air Academy. Would you stand up, Col. Ofiesch? Did I see him come in, or did he go out again? I think he went out. I do want to pay credit to him. He was in the back of the room and he came in and he apparently stepped out on me.

I wish the ladies present would be sure to pay attention to page 12 on your program, which outlines the ladies' program. Tomorrow morning at 9:30, in the North Lake Room, which is past the dining room -- you have to go through the upper dining room to get there -- there will be a get-together meeting, at which the ladies will sign up the various activities. We will have a tour, a luncheon

and a tour of the Air Force Academy tomorrow, so be sure and advise your wives to be present. I am sure they will be interested in this.

Another announcement I would like to make is the spots in which these conference rooms are located. The North Lake Room, as I have described, is through the dining room; and the Green Room is also through the dining room. El Pomar A and B, you must go out the front entrance of the hotel, and go around the shops, to the El Pomar building, which is to your left, and to the north of the hotel. The Golf Club, we have two meeting rooms located in the Golf Club, which is about a half a block outside of the hotel. Again, you will have to go out either the mezzanine entrance or the main entrance of the hotel.

I believe that is all we have at the present time.

PRESIDENT GUTHRIE: There are a number of distinguished people present. I think the total number is -- there are 182 distinguished people present. There was some discussion about who a distinguished person is, but we have straightened that out. There will be an opportunity for our very special guests to be introduced in later sessions. We are looking forward to an opportunity in the social hour at 5:30, particularly to meet the wearers of the Green Ribbon, who are new in our midst. We are most fortunate to have you attend the session, and we look forward to meeting you in person, every one of us who are old time deans. In spite of the declaration of age, I doubt whether the rest of us will confess our ages, but we have been in Deans' work.

There are a number of wives present, and this is a matter of great importance to all of us. I think it would be worth our taking two minutes in our closing hour here to introduce the wives, and I think it would be appropriate that the respective husbands do so. For example, I would like to introduce Mrs. Guthrie, to whom I have made previous reference. My wife Jane, in the back of the room. (Applause)

May I ask these men here at the head table if you will introduce your wives.

DEAN REID: Will Mrs. Reid please stand. The boss. (Applause)

PRESIDENT GUTHRIE: May I ask you then, as you find yourselves fortunately accompanied by your wife, to introduce her.

DEAN JAMES E. DULL (Georgia Tech.): I would like to introduce Mrs. Dull, my wife Gay. (Applause)

PRESIDENT GUTHRIE: The institution -- will you call your college too.

DEAN MC LEOD (Northwestern University): May I introduce Mrs. McLeod, Louise, from Northwestern. (Applause)

DEAN LOUCKS (Florida State University): This is Mrs. Loucks, Florida State University, Tallahassee. (Applause)

DEAN WILDY (Kansas State University): Mrs. Wildy, Kansas State University. (Applause)

DEAN ORWIG (Berea College): I introduce Mrs. Orwig from Berea College, Berea, Kentucky. (Applause)

DEAN KIENDL (University of Colorado): It is a pleasure to introduce my wife, who lives in colorful Colorado, Jean Kiendl. (Applause)

PRESIDENT GUTHRIE: Our special thanks to her as part of the Hospitality team.

DEAN LEITH (Lehigh University): I would like to introduce in absentia Mrs. Leith, who had a rough trip, but will join the party later. (Applause)

PRESIDENT GUTHRIE: Give her our very best wishes.

DEAN SWARTZBAUGH (University of Pittsburgh): If he can do that, I can do this. My wife was last seen in the company of the son of Mylin Ross in the swimming pool. (Laughter)

PRESIDENT GUTHRIE: This, to whom he refers, is Mrs. William Swartzbaugh.

DEAN HOUSE (Newark College of Engineering): I would like to introduce Mrs. House, from the Newark College of Engineering. (Applause)

DEAN ROSS (Ohio State University): Mrs. Mylin Ross and son Allan are both present. I am very happy to present Mrs. Ross. (Applause)

DEAN HANNIGAN (A & M College of Texas): Mrs. Hannigan and son Thomas are both in the swimming pool also. Texas A & M.

PRESIDENT GUTHRIE: We are not asking you to tell what they are doing. (Laughter) This may slow down some of the introductions. (Laughter)

DEAN CLIFFORD (University of Vermont): That makes me brave enough. All the way from Vermont, Mrs. Clifford is with me. (Applause)

PRESIDENT GUTHRIE: May I just add that all of the wives are invited to attend the sessions. This includes committee meetings, if your husband is so inclined -- or let me change the announcement. Come to any of our meetings, with or without your husband. There are complications, I have found already (laughter) but the meetings are all open to Deand and Deans' wives, and we hope you will participate in any way you care to in the sessions of NASPA. You know that you also have a ladies' program, page 12, in the program.

DEAN SWARTZBAUGH: Would it be appropriate to move a moment of silence for the wives who could not attend.
(Laughter and applause)

PRESIDENT GUTHRIE: I think the wives who are not here are probably muttering to themselves at home. (Laughter) This is not the equivalent of prayer. (Laughter)

Is there any other announcement before we adjourn this meeting to meet again at five-thirty, if you will join us in the reception and social hour.

Thank you for coming.

... The Conference recessed at five o'clock ...

SUNDAY DINNER SESSION

April 2, 1961

The Sunday evening Dinner Session convened at seven-five o'clock, Vice President Donald K. Anderson, Dean of Students, University of Washington, presiding.

CHAIRMAN ANDERSON: May I ask you to take your seats, please. If I may have your attention please, Father Patrick Ratterman of Xavier University, a member of the Executive Committee of the National Association, will open this opening dinner with our invocation. Father Ratterman.

REVEREND P. H. RATTERMAN (S.J., Dean of Men, Xavier University): Almighty and eternal God, we thank Thee for the opportunity Thou hast given us to meet together in this Conference.

In Thy providence the members of NASPA gathered here tonight bear a tremendous responsibility for the formation and direction of the youth of our nation. And we must acknowledge that it is our most serious responsibility -- indeed the final measure of our failure or success -- to help the youth of America to commit itself to the God-directed ideals Thou shall make known to us.

It is with deep humility and a profound acknowledgment of our personal incompetence for the responsibilities we bear that we approach our deliberations. We list our eyes to Thee, O God, for guidance. We turn our hearts to Thee, O God, for strength.

Help us to know what is true, that we might guide with wisdom. Help us firmly to grasp what is good, that we might lead with courage, and so fulfill in our short days the obligations we bear to our students and to Thee. Amen.

... Dinner was served ...

CHAIRMAN ANDERSON: May I have your attention please. It is rather late in this beautiful Easter day, but I am still going to try to lay a few eggs for you. (Laughter)

Your program lists this session as the opening dinner of the 43rd Annual Conference of NASPA. Two things about this meeting, it seems to me, are distinctive. One is that this is one of the rare occasions on which this Association has met in the middle west. This I can say for those of us from farther west, is an appreciated fact, since it brings us a thousand miles closer to our homes.

The second distinctive thing about this particular session is that this is probably the last annual opening dinner of NASPA. Some of you may recall that at our meeting in Columbus a year ago I had the honor of presiding at a

session for the new deans. According to your criticisms of that program this was promptly eliminated. (Laughter) So next year I assume that there will be no opening dinner. (Laughter) I would feel hurt about this, if it were not for the fact that I am a rather well adjusted personality (laughter), which I heard described the other day as a person who can make the same mistake twice and not get very nervous about it. (Laughter)

The job of a presiding officer is a fairly simple one. I gather that it is not my job to bore you with old stories and long speeches, but merely to introduce others who will. (Laughter) As I see it, I have three functions here. One, to introduce the people previously described as distinguished at the head table. Secondly, as Glen Nygreen's letter to me indicated, that I should "get us off to a really good start." And finally, to introduce our host Dean, who will introduce the speaker of the evening.

To my first task I will then address myself. Your head table tonight represents the executive committee of NASPA. Let me then begin and introduce these people. I have been asked to ask you to withhold your applause. Father Ratterman suggests something that may relieve your frustration in this regard, that you give one clap for each as he rises, and then restrain yourselves until they have all stood. (Laughter) Shall we try this? (Laughter)

... Introduction of officers and distinguished guests at the Speaker's Table ...

CHAIRMAN ANDERSON: I made one error in going through this group. I introduced Bill Guthrie as President of the Association. I should have said "Assistant to the President." The real boss of the association is Mrs. Guthrie. Would you please stand? (Applause as Mrs. Guthrie arose) Bill, I am sure, will rebut this point in his speech tomorrow, and he will have the opportunity to do so at that time. However, I would caution you to beware of any man who brags about being boss in his own home, since he is likely to lie about other things too. (Laughter)

Some other lovely ladies immediately before us, Mrs. Juan Reid, the wife of our host. Mrs. Reid. (Applause) Mrs. Knox, the wife of our Secretary-Treasurer. (Applause) And Mrs. Weaver, the wife of the President-Designate. (Applause) I am looking for Joyce May, who keeps Carl Knox in line, and in turn keeps us in line. Is Joyce May here? She is the real wheel of wheels in this organization, and I would like all of us to give her a hand, which perhaps we will get to do at another time.

Now as Glen puts it, "to get this Conference off to a really good start" this is quite a job, actually,

since he told me, or told the Executive Committee yesterday that we were to cut down on the off-color stories at these conferences, which has been something traditional, I think, with NASPA. He indicated that there were to be ladies present. Now I do not know what the implications of this are, for some of the wives who have been following these Conferences for a number of years. (Laughter)

I am going to let Mrs. Guthrie take this up directly with Glen. (Laughter) For my own part, there will be no pornography. (Laughter) You have all heard, I am sure, of the maiden lady returning from France, going through Customs, who was asked by the Customs officer, "Do you have any pornographic pictures?" And she drew herself up and said, "Sir, I don't even own a pornograph." (Laughter)

It is a good bet, I would say, that perhaps our speaker this evening, and perhaps other speakers during the course of this Conference, will make reference to our changing world. This is a pretty safe thing to do, because you can take off in any direction from this kind of a remark.

In setting the stage for this 43rd Conference, I would just briefly like to refer to our changing world. Some of you smiled at least when I referred to this as a mid-western conference, or a mid-western location. Actually, if I might say so, this is an eastern location, to one who lives in the west. I have children who grew up on the shores of Puget Sound, and who dream from time to time of coming east to Colorado or Wyoming to be cowboys, which is literally true, and you know it is literally true now with the changing United States that this location is something in the neighborhood of 1,000 miles south and east of the geographical center of our nation. With the addition of the states of Alaska and Hawaii to our Union, the geographical center of the United States has now moved to a point some 90 miles off the Washington coast. (Laughter)

By cheating just a little bit, I can get this geographical center in my home state, at a point some 35 miles northwest of the city of Spokane. This is a geographical fact of our changing world.

But leaving this geographical sleight of hand, I would suggest to you that we live also in a changing world of education, changing in many directions. But despite the changing needs and directions and scope of education, I think we can say, and I certainly hope we can still say, particularly for a group such as this, that the geographical center of higher education has not changed, and that our center of gravity in higher education is still the undergraduate student. Thus, I think it is particularly appropriate that our speaker at this opening session is a man who devotes himself and his energy, and those of his institution, primarily to the care and feeding of the undergraduate.

To introduce him, I want to call upon our good friend and host dean, and a member of the Executive Committee of NASPA, Dean Juan Reid of Colorado College. (Applause)

DEAN JUAN J. REID (Colorado College): Our speaker tonight is Dr. Louis T. Benezet, President of Colorado College. Since we are breaking all precedent, I thought I would violate the first principle of introducing a speaker, and give you his name right at the very beginning.

I will also violate another principle in that I will not give you a long list of degrees and committee appointments, and organizations on which he has served, because I will assure you it is a long and very impressive list, and I happen to know that he picked up his sixth honorary degree just about a week or so ago at Knox.

I feel that all of us, when we judge a man in the educational world, we want to judge him by the true measure of success, his achievements. I am sure that all of you recognize Dr. Benezet as the major spokesman for private liberal arts education in America. I think this was evidenced last year when the Association of American Colleges selected him as their keynote speaker last summer.

In addition, those of you who might have tuned in the TV sets at 3:30 this afternoon, as well as last Sunday, might have seen him, of course, on video tape on a program "The College Bowl" which is sponsored by General Electric, on which he was representing the liberal arts institutions in the matter of increased enrollments, along with Father Hesburgh of Notre Dame, and Dr. Phillips from Bates.

At Colorado College we like to measure our Presidents by what they do at Colorado College. I can assure you that Dr. Benezet has been responsible for dramatic changes in our college. We expected this because he had also made a marvelous record at Allegheny College, where he served previous to coming to Colorado College.

I think all college presidents like to think if they can increase faculty salaries, if they can improve the physical plant, if they can improve the caliber of instruction, if they can improve the standards of admission -- these are four things that they would look at first, and these are the four areas in which we have seen a rapid change in our college upward, and which I think has given us a real place of distinction as a small liberal arts college in America.

I also want to tell you Deans that President Benezet also is capable of doing a little deaning on occasions when he feels it is his prerogative.

Dr. Benezet. (Applause)

DR. LOUIS T. BENEZET (President, Colorado College; "The Educated Man and National Goals"): Thank you very much, Juan.

Some reference has been made to the fact, Ladies and Gentlemen, that I have been at this job a few years, and I have. This finishes my thirteenth year at this kind of job, and as I look over this list of distinguished Deans of Students from one end of the country to the other, and as I think of what I know about Deans of Students, and the way they wield influence, and also the way they can quietly and patiently analyze and criticize their colleagues, I wonder how, after thirteen years, I ever got into a trap like this. (Laughter)

I think your opening dinner should be an occasion of some merriment and joy. As to the particular level of stories, I would not vouch, because I happen to travel with college presidents, and I know the level of their stories. (Laughter) But I do not consider myself a jokester, and so it probably is a pretty good guess, Dean Anderson, that if you thought that this was going to be the final opening dinner, that I will cinch that for you. (Laughter)

In fact, when I saw that you were going to have a social hour of an hour and a half I knew I was sunk. (Laughter)

But there are some consolations, because as I read over your list of impressive Deans here and there, on committees, serving to set the fate of student personnel policies throughout our country, I can see a few names that I "knew when". I can see a few even to whom I tried to teach college administration about fifteen years ago, in the days before I was an administrator, and therefore knew just how to teach it. (Laughter)

I had the pleasure of knowing a good many of you other deans in this context and in other contexts, so perhaps you will bear with me.

I do feel a responsibility since Host Dean Reid -- that is a new title. Juan has a few titles himself, but I like that one. Host Dean Reid, and I think we will use it back on the campus. (Laughter) Host Dean Reid did not fulfill the Chamber of Commerce functions. Let me officially welcome you to the Colorado Springs region, which according to our compass is slightly west of the middle west, and to say that although we apologize for this somewhat wintry day today (a poor example of what we can give you), we hope the weather will improve. (Laughter)

I trust that you will have occasion to get around the town and enjoy some of the things outside the hotel, although there is a good deal right here to enjoy, as you may

have already discovered.

I can remember a conference of some very distinguished physicians and surgeons some years ago, and I found that they were adjourning all of their small executive sessions up to a place in Colorado Springs called the House of Oscar, which turned out to be Colorado Springs' last surviving burlesque house. I do not recommend that, since it is no longer surviving, but there are other places which you can undoubtedly discover, if you will consult any Dean of Men or student within fifty miles who lives here. (Laughter)

I hope you will have a chance to take in some of our mountain country. I want to recommend, for instance, that we have a very fine zoo up on the hill, just a mile or so southwest of here. I was up there today with two of my several children. I am not sure that it will be entirely a vacation for you, because some of the antics in the monkey house will scarcely be a novelty for Deans of Students. (Laughter) But on the other hand, if you go into the adjoining room you will see a great big, huge, shaggy, beetle-browed, and very sedentary orangutan that might remind you of one or two presidents you might have worked for. (Laughter)

I was given the title "The Educated Man and National Goals." I think that is a very poor title, and I am sure I am not going to do justice to it, so I am going to talk about what I do feel strongly about, and that is, strangely enough, the work of Deans of Students on the campus in conjunction with the academic personnel, because after thirteen years in this job, I still have a foolish and naive hope that we are going to get together one day on the real job of educating the student, as Dean Anderson so neatly apostrophied the spirit of this meeting, and I hope you did hit it on the nose, Mr. Anderson.

So here we go -- and I am going to get through it as quickly as I can, because I know the real convention starts after the meetings.

THE EDUCATED MAN AND NATIONAL GOALS

The story of evolution is in part a story of vanishing species. When climatic changes or new natural enemies occur, certain types of animals find existence no longer possible and they disappear. Occasionally, however, a species will defy predictions and either through determination or luck will manage to survive. In recent decades man himself out of humane interest has taken steps to rescue certain embattled species from extinction. Such is the case of the American bison and the whooping crane. Such is the case also with the Dean of Men.

Presonnel articles some twenty years ago featured

this theme of the vanishing Dean of Men. That was the era when professional counseling centers were coming into their own and when student government was at a high point in its periodic cycle. Universities were becoming large; efficiency surveys were producing fancy new titles for coordinating administrative officers. We saw the creation of Directors of Student Affairs, Coordinators of Student Activities, and Vice Presidents for Student Personnel. The poor old Dean of Men lost face.

Then came World War II when deans of men wrapped their sorrows up in their Navy raincoats and followed their departing men students overseas, or at least to Newport, Rhode Island. (Laughter) After the War the main task of men's student personnel became to fill out forms for PL 346 and 16, plus the practical task of cramming veterans into every structure which might charitably be called a dormitory.

The patience required in this marvelously hectic era may have been what saved the Dean of Men. When nobody else would sit up all night with the Veteran's Trailer Council, or write ten letters to the Veterans' Administration to locate a missing subsistence check, the Dean filled the bill. He is with us still, and he is likely to stay. My guess is, moreover, that his function is going to increase. And I use that Dean of Men generically, if you please, since I am getting to be old fashioned in student personnel. My guess is his function is going to increase for we have moved away from the pre-War era when students wanted to make a big thing of running their own campus life, their organized campus life.

The student of the 30's saw his campus as a social laboratory which could contribute as much to his education as his classes did. Personnel deans began to appear expendable. Today students seem more interested in serious study per se. Student government becomes a matter of minimal campus housekeeping. It is a marvelous thing for me to read the minutes of the executive council of our student government. They have it down to a science. Every argument is reduced to one sentence and they adjourn at about 4:30 p.m. having convened at 4:00. I think we could learn from them.

Student activities such as athletics, band, and chorus are less and less spontaneous expressions of extra-curricular interest and more and more contract arrangements, in which a given high school senior is hired by means of a binding scholarship to sing, play, run halfback, or report for the newspaper. These indentured servants are then supervised by similar adult specialists representing the college, whether it be the coach, the journalism teacher, or the band director. The scholarship student no longer comes and invests in educational opportunities and expresses his interests as various activities. He sells his particular services for some purpose the institution determines to be

in its own interest. Student life on campus has assumed the note of business and specialism like most American life; and the student as readily accepts college officers to regulate his social existence -- up to a point of course -- as to engage and direct his campus activities. This too has helped put the dean of men back in business.

I describe these developments not cynically but objectively as they are typically occurring on the large campuses of America: those units of from ten to thirty thousand students which almost inevitably will become the norm for college life in the decades ahead. On the smaller campuses there is still some spontaneity of student initiative in campus life, but there too the trend is down, in favor of class room study. The campus no longer circumscribes his daily world; that was changed by the auto.

With another trend pointing toward all-year-round college attendance and a degree in three years, campus community is due for further inroads. I may be exaggerating or at least ahead of myself in these predictions; but my belief is that campus community life, in which students seriously involve themselves in the role of stockholder and active citizen, will gradually become more and more routinized and regulated.

In its place we shall have, as we now have to a considerable degree, aggregations of young people pursuing individual courses toward degrees as efficaciously as possible. Typically perhaps, the idealism which they still have, and which I believe all youth has ever had and will always have, is rallied around causes beyond the campus, such as the current Peace Corps.

As an old-fashioned believer in the social laboratory of the campus, I am somewhat saddened by these trends. But they are coming and they will place upon us the administrators new kinds of responsibility. They will require us much more subtly and persistently than before to carry our "personnelling" -- that dreadful word -- into the inner world of each student. Since the growing size of student bodies is making this difficult to the point of impracticability, we have quite a chore ahead, if we are going to make the emphasis of our work hereafter the inner world of each student, the inner educational problem.

The solution I propose may lie in a new order of agreement among administrators and professors as to the full purpose of college. This should reflect an agreement we do not now hold concerning the relations of academic purpose to student purpose and in turn to national purpose. So we at last arrive to the title of my paper.

On my desk as I put down these thoughts are the reports of three separate projects on national goals. Some

of the goals discussed point to concrete objectives such as "to win the cold war," which is a reasonable enough idea. Others go deep into the fabric of American life and even beyond into a re-thinking of the American Dream. The President's Commission on National Goals, whose report was published last November, reminds us of these goals, among others:

"The status of the individual must remain our primary concern."

"... Respect for the individual means respect for every individual ... equal rights before the law and an equal opportunity to vote and hold office, to be educated, to get a job, and to be promoted when qualified, to buy a home, to participate fully in community affairs."

"It is the responsibility of men and women in every walk of life to maintain the highest standards of integrity."

"Man has never been an island unto himself ... A basic goal for each American is to achieve a sense of responsibility as broad as his world-wide concerns and as compelling as the dangers and opportunities he confronts."

Well now, my purpose in reviewing some of these noble phrases is not to question them, but rather to say: Does it seem strange to you that goals like these should require restatement in a nation whose founding on such principles we celebrate as perhaps the most idealistic move in human history? And coming closer, does it not seem queer that in a country of two thousand colleges and universities, many founded by religious groups, we should need a commission on national goals, with the tacit confession that we have not taught those goals in these colleges? Strange or not, such is the state of affairs in America and American higher education in the year 1961, after 325 years of higher education in America.

Our colleges, true enough, do not lack purposes. The catalogs are full of them; our presidents ring them out each fall at Opening Convocation and then bring in august citizens at Commencement-time to assure the graduates that the purposes have been fulfilled. We congratulate ourselves that we work for an enterprise that yearly produces such noble results.

But after 15 years in college administration I am no more convinced than ever I was that we are managing to fulfill more than a small percentage of some of the educational objectives which fill our catalogs and speeches. I believe we still are succeeding mainly in producing fairly

literate, agreeable, and hardworking young men and women who go out to carve secure and reasonably ego-satisfying careers for themselves. For a technical or a professional college this might be enough although such schools also usually include broad intellectual and even character aims as well as aims for professional training. For college programs based on liberal arts, our preoccupation with career-training is a yearly defeat. And if I serve another 15 years in college administration (for my sins, no doubt), I hope that I never become complacent about that yearly defeat in so much emphasis upon career training.

If we are to take national goals seriously -- and the pressure of competing political systems around the world leaves us no choice in this -- then we are going to have to take our college machinery back into the workshop. When we get there we may find, I believe, three pre-existing obstacles to the production of college graduates who more truly reflect broad and deep goals. I had seven years serving a Methodist college and I picked up the Methodist sermon's three points, I'm afraid. These obstacles are specialism, anxiety, and ennui. I shall attribute them respectively to professors, students, and administrators -- the latter including, if you please, deans of students.

They say, one way to keep an after-dinner audience awake is to insult them. (Laughter)

By specialism I mean the love that every professor has for his subject. Human progress would stop short without such a love: it produces the scholar, the artist, and the teacher. When love of subject, however, keeps a professor to the singleminded goal of turning out all students as little professors in his image, it gets in the way of liberal education. To produce more professors is part of the requirement of colleges today; but it is only a part and a part that should not be allowed to block the rest.

Students, afterall, are easy targets for specialism. Their insecure nature at that age demands a kind of label. The status of belonging to a subject: of presenting one's self as a physics major or a pre-med -- this is a real and comforting thing. It is more compelling than presenting one's self, for instance, as a student interested in ideas. Can you imagine a more fatal statement than that at some fraternity rush party, or something like that? (Laughter)

Thus the student as soon as possible hangs a special label upon himself, and the department to which it refers claims him for its own, and doesn't let him go. By the same status-mechanism, the professor gains security from becoming known as the leading authority on gall-wasps; and this is respected by his peers, partly because they have not the slightest envy themselves to become gall-wasp authorities.

Of course, this was a little less popular than it became after one gall-wasp authority wrote "Sexual Behavior in the Human Male," and got a best seller on his hands. But I do not refer to this side of gall-wasps. (Laughter)

It is hard, in other words, in a liberal arts college to sell the actual goods of a liberal education.

Thus the specialist-teacher nods politely to brave generalities like catalog aims and statements of national goals; but the chief effect of his teaching is to show his belief in the special goals of his own subject matter. He may be honest enough to admit that his teaching mainly lies there; he will probably also admit he doesn't know how to teach for a fulfillment of some vague objective such as, for instance, item 5 in the Colorado College Catalog list: "A vital awareness of the contemporary problems of organized society, together with an understanding of responsibility toward their solution." But in specialism the professor feels secure.

The second obstacle to education for broad goals I lump together under the word "anxiety". A national magazine claims in its cover story this week that anxiety is the outstanding trait of our age. Certainly I have never before seen so much of it on the college campus as I seem to be seeing these days. And I do not think that our campus is any screwier than yours. (Laughter)

A few years ago we budgeted a large Counseling Center, and mollified the Business Manager with the prediction that such expense would surely cut down student attrition. Have you ever heard that before? Well I hardly need confess, it has only brought more business to the counselors, in the spirit of Parkinson's law. Seemingly, it produces even larger crops of anxious students. At least, it is a sort of plow turning them over to expose them to view. (Laughter)

There just is apparently -- and this is certainly not a laughing matter --there is no bottom to the current wells of discontent. The deeper we dig, the more we find working against us. Yet to blame it all on current society, unstable homes, etc. does no good, for the students are with us and we must make something out of them.

You of course have used Dr. Dana Farnsworth's figure of 10% across-the-board for students who are seriously disturbed on any campus, no matter how carefully the students are selected. As we go into it, it seems that the adverb "seriously" has vague boundary lines. Is it just a current phenomenon that most students are so preoccupied with their own success-struggle that they respond little to goals outside their own frame of reference? One cannot be broad and liberal in his learning if his primary thought for education

is how to advance his own trade.

The third obstacle to broad purpose in college is administrative ennui, and this should require little review in a conference of educators, particularly administrators. Each of us over the months and years becomes expert in separating himself from the hard questions of his work. We win battles by reports and memos; we go to committee meetings. And we go to conventions.

I have a quotation from Dr. Zhivago that I have been waiting for two years to use, and I think I am going to use it here. Doctor Zhivago is speaking, as he muses -- you remember the philosophical Zhivago -- it says:

"Oh, how one wishes sometimes to escape from the meaningless dullness of human eloquence, from all those sublime phrases, to take refuge in nature, apparently so inarticulate, or in the wordlessness of long, grinding labor, of sound sleep, of true music, or of a human understanding rendered speechless by emotion!"

If I may further subsidize your convention, I would suggest you take to the hills for the rest of this convention; you'll get more out of it. (Laughter)

So the administrator goes to conventions and we busy ourselves with technique; we take pride in saying we have learned the answers to nearly every question that can conceivably come up; then we reach into the drawer or buzz the secretary for the stock remedy, the handy referral. We become the cop on the old beat. Secretly we are bored with it all. Worse than this, our colleagues and our students become bored with us.

I realize the heresy of these charges. I know no college administrator -- director, dean or president -- who is not sure he is impossibly busy meeting what he calls his challenge. I only raise the question, "Busy doing what?" How much of the day do we actually spend on the task for which we were appointed, I believe, by our boards of trustees: the task of developing by means of the educational experience the minds and hopefully the characters of the individual young men and women placed in our care?

The cures for the three handicaps of specialism, anxiety, and administrative ennui may be found, I think, in the same medication. It is hard to name because it is so basic and simple. Let me try by calling it the application of humanity.

The application of humanity for the professor ought to mean the inclusion of humane objectives somewhere in all his teaching, whether it be urban sociology or solid-state physics. A humane objective in teaching attempts to

answer the question, "What is the student getting out of my course to help make him a better human being?" Such motives need not make a sentimentalist out of the professor. Most faculties distribute themselves along William James's scale of the tough minded versus the tender minded. Yet the toughest-minded teacher if he is fair will be as critical of his own effectiveness as of his students' performance. He will not be satisfied as to the validity of grades.

For the anxious student the importance of an application of humanity is self-evident. And no matter what we say about our jobs, we apparently can never, never overestimate this. Again and again I am astonished to find out how hungry students are for personal attention from faculty; this includes students from among the most secure. Their interest in being invited into faculty homes, for instance, is keen to the point of wistfulness. One might well believe that applied humanity is precious because on the college campus it becomes so rare. Even on the so-called small, "intimate" campus this is true. It is easier to have rules and requirements than to create individual solutions to problems.

Now, it is hard to persuade some faculty that college policy can be humane without becoming indulgent. The issue comes down to the psychology of learning. That is a subject which a conscientious professor shuns like the plague, though in unguarded moments he may abundantly volunteer his own theories of learning. Personnel people seldom make headway in such arguments; for the professor is well primed to most personnel gambits, and he reacts to them either by magnificent disdain or sometimes with explosions.

Of all such phrases the one which infuriates the professor the most is, "Teach students, not subject-matter." To him this is a meaningless phrase and I am inclined to agree. At the same time it is an attempt to get at one of the greatest gaps remaining between the college curriculum and meaningful student experience. So the specialist-professor and the anxious student remain, physically and academically co-adjacent but psychologically miles apart. Who can bring them together?

Performing at his best, the right kind of personnel dean can bring faculty and student together; and through striving to do so the dean avoids any tendency toward his own occupational disease, administrative ennui. The fact that he is fulfilling this important role on only a handful of American campuses does not convince me it cannot be done.

To become more effective in promoting teacher-student rapport most personnel administrators need more knowledge, both of learning theory and of the students on their campuses. By learning theory I mean the study of human behavior in the learning situation -- human beings,

that is, and not rats, pigeons, or even chimpanzees. Nor do I mean tiers of Guidance courses which constitute a rehash of what the experienced dean already knows too well. There is legitimate subject matter in the psychology of learning at the level of the college student. The dean who knows it can improve his own faculty relations; for most faculty, despite certain prejudice, have respect for solid content in any field.

Concerning the specific student problems, the dean on the large campus has a disadvantage which only the most adroit use of staff may overcome. There is no substitute for knowing what and whom one is talking about; and when a dean can talk with a professor more knowingly about his students than the professor can, the point is not missed. Almost all professors at heart are humanitarians or they would not be in teaching. In love with their subjects, still they will not reject periodic reminders about the student's side.

To give these reminders is a function of the student personnel officer. It may be his prime function. I believe faculty-and-personnel dean interviews ought to have priority over dean-and-student interviews. I would be happy to defend that in argument. I believe the dean's first job is to help the professor to be a teacher. This is better than consoling the student because the gap persists, or distracting him from his troubles by getting him to go out for the tennis team.

To help the professor be a teacher requires that student personnel deans and professors begin to learn to talk to each other, and to talk to each other on some subjects of importance, athletic eligibility not being one of these. The day when a department chairman phones the dean of students and says, "Bill, I've got a good group of men in my eleven o'clock class, but somehow I am not getting through to them. Would you like to come take a look at them?" Well that day will be Pentecost for the American college. (Laughter) And it still looks like a long way off. We live in such different worlds on the campus.

I was greatly impressed by this at a conference last fall in the U. S. Air Force Academy when three of us college administrators met with a group of counseling and guidance specialists, and it was so apparent that we were talking from our little bastions toward each other. There was just such a definite attitude that one was defending his world against the other's world, and that the guidance officers' greatest aim in life was to have his world safe and secure on the campus. And you know, the administrator acts the same way far too often.

We have not begun to talk together. My comments have brought us thus from talk of national goals to practical

items of staff relations. As a lifelong instrumentalist without apology, I believe the progression is arguable. More than that, I propose that unless we can unite the professional forces on the college campus -- that is, academic and personnel officers -- talk of education for national goals will remain where mostly it is now, on the pages of Life magazine.

The current talk of national goals is, after all, only a latest excuse for starting once again the conversation we ought to be conducting in every college: a continuing conversation about what we are teaching for and how we are most likely to do it with lasting effect. The personnel administrator belongs in the conversation. He does not belong as a consultant to it, or a "sometime" guest. He should be in it. He should get himself appointed to faculty committees on instruction and curriculum revision. He should stop going to so many conventions. I think the regional accrediting associations, for instance, ought to be regional accrediting associations and stop trying to be a little national convention in themselves. It just takes too much time. There are some others that I would mark for extinction. He should stop going to so many conventions. He should stay at home and read more about the processes of learning, and learn more about who are the people on his campus.

He might in time -- although I do not want to bring you into some realm of utter fantasy -- he might inspire the president to do some reading also, and even to stay at home a little more and to get acquainted with his campus.

Clemenceau said, you remember, that war was too important a subject to entrust to generals. Well, perhaps education is too important to entrust to educators. But I think we have one initial advantage, and I would like to think that it is a lasting advantage. We do believe in education a little more fervently than anyone else. And heavens knows, somebody needs to. I become almost terrified these days as I see rising of the horizon stronger anti-education forces than ever before in my 20 or 25 years in the work. There are real hate groups at work across the country, and of course they can only grow in an atmosphere of ignorance.

Some of that ignorance can exist right on our own campuses, because we are educating students as narrow little specialists, and not to the real facts of life. We are not educating them to the meaning of free speech or the freedom of individuals.

All of these things are before us if we are to continue to believe in what education really means, as it should be, because I think if we do, we may gradually come closer to getting this real job done.

And I, for all of my facetious remarks about your convention, think it is beautifully planned and I wish you the greatest success in its operation. [Prolonged applause]

CHAIRMAN ANDERSON: We thank you, sir, for those very provocative remarks and I think a very fine keynote to this convention.

I think this lends additional meaning to the observation I heard the other day that the president of a college is the shepherd of the flock, and the dean is the crook upon which he leans. (Laughter)

Are there announcements that should be made before we adjourn? I would call your attention to the open meetings of commissions and committees which immediately follow this session, in locations indicated in your printed program. I would like to emphasize, which perhaps we did not enough this afternoon, that these are open meetings, and you are not only invited but urged to attend the sessions of your choice.

Again I would like to call to the attention of the chairmen of committees and commissions the breakfast meeting at 7:30 a.m. tomorrow morning. With this, I think we are adjourned. (Applause)

... The meeting recessed at nine-ten o'clock ...

MONDAY MORNING SESSION

April 3, 1961

The Second General Session convened at nine-fifteen o'clock, NASPA Vice President Carl M. Grip, Dean of Men, Temple University, presiding.

CHAIRMAN GRIP: Will you all come in and take your seats. We are here this morning to honor Bill Guthrie and we are going to listen to him. (Laughter) He has been working hard as President all year, and he really hasn't had much of a chance to talk.

Bill's situation reminds me of a story that you might have heard. It happened out in Philadelphia. A fellow about Bill's size was walking across the cemetery next to our campus one evening, and he fell into an open grave, a grave that had been opened up on what had been this pathway. Out in our part of the country where we are getting short on space they have been burying people four deep, or three deep. Instead of starting down six feet, they start down twelve feet. This particular grave was the second one. It was nine feet.

The chap tried to climb out the sides, but it was too steep, and he finally reconciled himself to spending the night in this uncomfortable bed. Along about midnight he dozed off and shortly thereafter he awakened and he heard a thud. As his eyes gradually opened he became aware of the fact that there was someone else in there. I think he looked about like Fred Weaver, about that tall. This chap didn't see him, but he was scratching at the sides and trying to get out. After he had tried three sides, it was apparent that he was slowing down and he was looking a little discouraged. He hadn't seen the chap sitting in the corner, and this chap said to him at this point, "You know, I don't think you're going to make it." But he did. (Laughter)

I do not know if Bill feels in that spot or not. We had a youngster in our office awhile ago who was in such serious trouble that we had to call the old man in. The father came in and I said to him, "You know, your son is in pretty serious trouble." He said, "Oh, that's all right. I'll buy her a car."

I said, "No, it is more serious than that." And he said, "Well I'll buy them a house." And I said, "No, it's more serious than that. It's boy trouble." And he said, "Oh, that's all right; I'll buy him a boys' camp." (Laughter)

We have had four meetings of the executive committee this past year, and I have watched Bill Guthrie at

these meetings with a great deal of admiration, and I suspect that I could say what would be the highest words of praise from any dean, that in working with Bill Guthrie I have come to have the feeling that I would be delighted to have him as my President.

I had a little talk with Jane yesterday morning and discovered that it was twenty-five years ago this year that Bill Guthrie, a graduate of Ohio State University, met Jane at a summer camp they were working at. Jane was a nurse at the camp. They were shortly thereafter married, and began their 25 years of association, and Bill began his 25 years of association with Ohio State, because it was 25 years ago now that he went there, first on the staff of Joe Park. Later he was Junior Dean of the College of Arts and Sciences, and for the past four years he has been executive dean and member of the President's Cabinet in Charge of Student Affairs.

I have had the happy opportunity over recent years to know a number of members of the Ohio State staff, and occasionally to see some of these people. Two things have impressed me about them and their work, both of which I think are the highest kind of tribute to the office that Bill runs. The first is their eminent feeling of good morale, and their delight in their work. The second is the remarkable accomplishments of the various parts of Bill's empire at Ohio State, because this is a productive group, and it is a group which has provided leadership to all of us throughout the country.

So it is with a great deal of pleasure this morning, now that I have taken enough time for the late comers to come in and get in their seats, that I present to you, your President Bill Guthrie. (Applause)

PRESIDENT WILLIAM S. GUTHRIE (Executive Dean, The Ohio State University; "Three Hats for the Deans-- and Three Cheers"): Dean Carl, and members of NASPA, and Guests: I appreciate the very kind introduction, which I do not believe in its entirety, but I appreciate it anyway. It is really living when you can have a respected colleague say something nice about you.

That reminds me of the only story I know about a cemetery. There was a gentleman who had spent all his life with an aim in life of owning a Cadillac, and the problem was that it had taken him all through his high school years and his college years, and he had stayed away from marriage because of the expense of getting a wife, just so he could achieve his goal which was to acquire a Cadillac.

When at age thirty he had finally achieved this and owned a Cadillac, he died. At this point his friends thought that the only appropriate memorial to him would be

to acknowledge his own goal in life, and bury him in his Cadillac. They hired the grave diggers to make the biggest hole that had ever been dug in the cemetery, and with an elaborate system of cranes they put him in the driver's seat in his own Cadillac and lowered him into this grave. At which point one of the mourners was heard to say, "Man! That's living!" (Laughter)

THE PRESIDENT'S ADDRESS
THREE HATS FOR THE DEANS -- AND THREE CHEERS!

I have counted it a great privilege to serve as President of NASPA this year. For me this represents "guilt by association" at its very best for I've taken great pride over the years in my association with NASPA, and in the dedication to our common -- but uncommon -- tasks as Deans and administrators in the colleges and universities of this great land. Most of all, I'm happy about my association with your active working officers, the executive committee, the committee and commission chairmen. It is hardly fair to single out names but you are greatly indebted to the Secretary-Treasurer Dean Carl Knox for his year-round able service to NASPA and, I might add, to the University of Illinois which helps make this service possible. (Applause) Again, all of us are the beneficiaries of the special talents and sacrificial efforts of Conference Chairman Dean Glen Nygreen. He has now completed planning his second Conference in a three-year term of duty in the most important and most demanding responsibility your Association has established.

The combined work of these Deans and administrators has made the President's work relatively simple and certainly enjoyable, like the familiar description of the College President as the man who goes around with a worried look -- on his Dean's face. (Laughter)

There have been meetings, of course, which have been reported to you in the newsletters. And my secretary will assure you there have been letters and calls and some visitors on NASPA business. Some special dinner and speaking invitations have come my way this year and these are symbols of respect and honor to the Association. I particularly appreciated Dean Jack Stibbs' invitation to speak at Tulane University's Fraternity System banquet although the airline strike, floods in the South and a blizzard in Kentucky and Ohio did everything possible to complicate the transportation. On the way down, Delta Airlines cancelled out at Chattanooga at midnight and sent a limousine load of us to Atlanta over flooded roads by the same ground route used a hundred years earlier by General Sherman. When we arrived in Atlanta at 4:10 a.m. red eyed and bushy, with a driver who literally couldn't find the route to the airport from downtown Atlanta, I decided that General Sherman, who made the same trip a hundred years earlier, had been quoted correctly. (Laughter)

And if I'm forgiven for another personal reference, I am completing this year 25 years of work at The Ohio State University as well as a long term of association with NASPA. Fortunately for you, I've resisted a temptation to reminisce or to spend time contrasting my life and hard times in 1936 with the opulent 60's. In student life the contrasts are pretty obvious. College attendance has tripled in these 25 years from 1-1/4 to almost 4 million students. The National Youth Administration was paying \$15 per month on part-time jobs to 3,000 Ohio State students in 1936 and twice that many students had applied for this form of federal student aid. A young assistant dean down in Texas named Nowotny and I were corresponding with each other at that time about our respective responsibilities.

But let's go to the present days in which we find ourselves, for the challenges are in our todays and tomorrows, the "unfinished work of the world" as our March Commencement speaker referred to it.

We have three roles to play today because we must be educators, administrators and leaders in our own institutions and in higher education generally. These are obviously not mutually exclusive terms except for permitting me to emphasize each one separately. I will only hope to explore their meanings, giving you a springboard for your own thoughts, and hopefully for successive leadership groups in NASPA. There is something presumptive about this and I am aware of my own limitations. It is much more significant to NASPA that President-Elect Fred Weaver will address you tomorrow morning with his observations, and plans for the leadership of the coming year. His new administrative position as Secretary in the overall State University System of North Carolina will give him a new high place of leadership which honors him and all of us. Now to my own observations of the Dean's three roles.

The Dean as Educator

The Dean, first of all, is an educator, not primarily an administrator or counselor or student personnel worker, but an educator. There is no alternative to this unless we downgrade the importance of the work we do. We may have done ourselves a disservice in giving separate identity to student personnel work as if it implies something apart from and possessing completely different objectives from those of the teaching profession.

Perhaps the highest individual contribution rendered to NASPA in recent years was that made by President Robert N. Strozier. This was a continuing contribution throughout his distinguished service as Dean of Students at the University of Chicago and later in his three years as President of Florida State University. Until his untimely dying day on April 20, 1960, he epitomized the Dean as Educator -- and the University President as Educator. Here

was the true scholar, alert and cultured, friendly, formal or informal as the occasion required, able counselor and administrator, learned gentleman, teacher, educator. At his memorial service, his colleague Professor Marian D. Irish cited Bob's outstanding contribution -- his vision of academic excellence for Florida State University. Professor Irish quoted from Bob's speeches:

"(The University) must have an air of excitement about learning as its pervading tone."

"... a place where young minds develop and where great minds are free to work on problems of their own choosing..."

"... a place where the tone is intellectual..."

President Strozier also had said that he did not believe that any academic administrator should be satisfied to serve as "a mere stoker of the intellectual furnace." Professor Irish pointed out in her tribute that, despite his own heavy load of administrative duties, Bob regularly taught a graduate seminar in French as he did throughout his years as Dean of Students at the University of Chicago. He stands as a superb example to us.

Not all of us may combine teaching duties with the Dean's job but we are educators in other ways:

- We can study, understand, and interpret to students the educational objectives in every administrative action for which we have any responsibility.
- We literally can carry out informal educational programs aimed at intellectual, social, spiritual and cultural growth of students within the residence halls, the fraternity and sorority system, the student union, in proper extracurricular activities, in new student orientation programs and elsewhere in our work areas.
- We can operate and administer offices rendering essential services to students in such a way as to contribute maximally to the students' study programs.
- We can teach informally in our roles as advisers and demonstrate appropriate intellectual approaches to political and social issues of our times; in the broad sense we teach the methods and demonstrate in our integrity of ideas and actions, good citizenship for campus and world community living. This idea may be our greatest challenge in the months and years immediately ahead. And where indeed can it be done under better conditions and to better advantage?
- We can teach informally and show in our own lives the

personality and traits of character which we expect to see developed in students for the good life of the present and future. Not the peer group alone but teachers and Deans become models for their young associates on campus. Our friend Dr. Dana Farnsworth¹ points out in an article titled "We're Wasting Brainpower," that "students tend to imitate qualities they admire and respect. Personal contact with faculty members who are admirable is the strongest tool a college possesses in its attempt to inculcate the proper values..." He adds in the same article that "we cannot influence all our students directly but by working with the leaders and guiding them to ideas and actions of importance, we will reach many other students to whom the leaders will pass on our guidance."

And finally, we can do no less than continue to study and do research in our own fertile fields. The recent volume by our respected colleague and scholar, Dean Edmund G. Williamson, entitled "Student Personnel Services in Colleges and Universities,"² is one of the great contributions made in the immediate field of NASPA interests. Also scheduled for publication later this year is the Educational Facilities Laboratory volume on college housing,³ authored by Dr. Harold C. Riker, University of Florida Housing Director, in which NASPA also participated through my service in your behalf on an advisory committee.

All of these are generalities outlining the "educator" role. Let me use some everyday illustrations fresh from my Dean's daily desk duty.

The 30 fraternities at one university decided to drop the traditional float parade. They calculated that 30 men in each house put in 10 hours each to fabricate elaborate homecoming floats at midterm time each fall semester, totalling 9,000 man hours of effort aside from the expense involved. The town newspapers complained of the lack of interest of students in traditions and "service" to the community. What responsibility does the Dean have at this point?

Can the Dean's office create an impression of respect for the intellectual life and earn the respect of the faculty if it excuses students from classes to operate homecoming queen election booths all day, to drive 1200 miles round trip for a student conference taking four class days and a weekend during term time for this purpose, to miss classes all day to be honored by election to the men's Junior leadership honorary society? Or should these and a host of other activities in direct violation of classroom responsibilities and the Dean's excuse system be re-evaluated in terms of the present day focus of attention on the academic life? The Dean's office above all others is expected to "have its values on straight".

Residence halls do much more than provide food and shelter. They are educational facilities with the combination of professional staff, student self government, appropriate equipment, special purpose rooms and careful programming. The extent to which they achieve their potential may depend largely on the Dean's concept of the role of the halls and his own educational philosophy. Fraternities and sororities as living units not only affect attitudes of their members but may generate a positive or negative intellectual climate affecting a much larger segment of the campus. Dr. Farnsworth points this out in his NEA Journal article previously cited:

"Fraternities and sororities may encourage learning or they may serve as centers for a kind of social life that effectively prevents involvement in serious thinking."⁴

One of the principle concerns of the Educational Facilities Laboratory study of student housing⁵ is with the quality of the living and learning experiences provided for students within residence halls systems. Can Deans be satisfied with student housing which falls short of its educational potential? Are extracurricular activities worthy of staff and student attention indiscriminately, or are we obligated to separate the unworthy, trivial and valueless "busywork" from the worthy and proven services and activities? Are we organizing scholarships and other aids programs to help upgrade the numbers of quality students in the student body? Are we lending our strong voices and efforts to support the new emphasis on learning, on excellence, and on high scholarship for which the leadership in the student body seems already prepared and responsive?

We need to remind ourselves that the influence of one educator can actually bring about a complete change in an institution. Princeton's President Woodrow Wilson is well known for his complaint in Scribner's Magazine (November, 1909) about the "neglect of the main tent for the side-shows." But Professor Cowley⁶ reminds us that Harvard President A. Lawrence Lowell completely remade Harvard College, having "set about the task" he said "of wresting the control of student attitudes from the playboys and of putting some of the energies of the extracurricular zealots into academic channels." The modern counterpart of the playboy of yesterday still exists. As one wit describes him, he is the one who hates classes on Wednesdays because they interfere with both his long weekends. (Laughter) But see what Lowell's vision and action program did for Harvard. This is quoted from Professor Cowley's descriptive summary:

"Immediately upon taking office (in 1909) he set in motion a series of brilliant moves toward the end -- to repeat his own expression -- of 'making scholarship respectable if not admirable.' He got the faculty to

abandon Eliot's free elective system and to put in its place what he called 'concentration' but what the rest of the country had already decided to name 'majoring.' He removed incoming students from the influence of unredeemed upperclassmen by housing them in freshman dormitories. He talked the faculty into establishing comprehensive examinations at the end of the senior year, a tutorial system, three-week reading periods free from instruction before semester examinations; and a new system of academic honors.

"Toward the end of his twenty-four-year administration he employed the millions supplied by a Yale graduate to build new student residences where groups of about three hundred undergraduates might have a common extracurricular life but where intelligent conversation at meals would not ipso facto be ridiculed. Finally he contributed several million dollars of his own inheritance to organize the Society of Fellows where brilliant young graduate students, selected from many colleges, could steer clear of what his friend William James had called 'the Ph.D. octopus.'

"When Lowell took office, only a handful of Harvard students studied for honors. Their proportions climbed to 16.8 percent six years later, to 37.2 percent the year he retired, and to 42.5 percent two years later. These statistics witness Lowell's brilliant success. They indicate, in the words of a Harvard professor of history, that Lowell so thoroughly '"sold" education to Harvard College' that its director of athletics defended its increasing number of defeats in football by observing that 'study ... is now Harvard's principal sport.'

Here was a monumental contribution from an educator, administrator and leader. Each of us too is capable of practical and decisive actions to help make study the principal activity on our campus.

The Dean as Administrator

The administrator role is played under a variety of titles, Vice President, Director, Executive Dean or Dean and I have simplified the reference to say "Dean." There is nothing in the academic emphasis and the educator role which negates the importance of student services and good administration of these services. Ed Williamson's new book updates our student personnel work terminology by referring to "the operation and management of services to student clientele." I like this new descriptive nomenclature. We would do well to popularize those precise terms.

The academic emphasis promotes, dignifies and identifies the essential services to students -- administered

by the Deans -- services in housing, financial aids, admissions, orientation programs, testing and identification of students, services concerned with the physical and mental health of students, cultural and recreational activities and counseling, to mention some but not all of the necessary services. These and other important functions are identified in a 1958 American Council brochure.⁷ Testing, identification of students, financial aids programs, guidance and counseling, to repeat, have never had more interest and support from faculty members and the general public than at the present time.

Effective administration built on basic and sound principles, aimed at clearly defined objectives is a clear-cut responsibility resting squarely in our hands. We have no real excuses for poor administration of student services.

I am prepared to list a few essentials of good administration as they relate to the Dean's work, one of which would normally be "communication." And lest we take ourselves too seriously, I'll digress first with a reference to communication by telephone, in its less essential form, the night telephone call, which most Deans experience in one form or another.

There's a story which supposedly gives examples of irritation, exasperation, and frustration respectively. The phone rings at 2 a.m. and the sleepy man answers to hear someone say, "Is Tom Ludwig there?" Now since this is not Ludwig's residence, the sleepy man, irritated, (that's the illustration) says, "No!" and hangs up abruptly, muttering to himself. At 2:30 a.m. another call comes in with persistent ringing. A voice asks, "Does Tom Ludwig live here?" Exasperated now, the still-sleepy man shouts, "There's no Tom Ludwig here," jams the receiver down on the hook, swears, stubs his toe and returns to bed. At 3 a.m., the ringing returns and our once-sleepy friend now wide-awake fairly screams over the phone, "Hello!" A different and pleasant calm voice comes back to him, "This is Tom Ludwig. Has anyone left any messages there for me?" (Laughter) The telephone is now pulled out from the wall by the roots, so to speak, and frustration sets in as the sleeper slumps to the floor crying gently and babbling to himself. Now back to the art and science of administration -- and it is both.

I have said that Deans have no real excuses for poor administration, but we do hide behind a combination of fiction and fact that, "Well, colleges aren't expected to operate like businesses," as if inefficiencies and poor management are acceptable.

"Administration in the Halls of Ivy"⁸ is an interesting title for five recent papers which identify problems in university administration, exploring particularly the relationships of faculty leadership to presidents, academic

deans and department chairmen. One of the authors, John J. Corson, of McKinsey and Company, Inc., outlined the component parts involved in the administration, he says "of any human enterprise -- be it military, religious, business, governmental, or educational enterprise", as follows. Here I am using his paragraph titles:

- "Decision Making -- The Central Administrative Activity"
- "Programming -- Essential Extension of Decision Making"
- "Communications -- Blood Stream of Human Enterprise"
- "Controlling -- Seeing that Action is Taken"
- "Reappraising -- The Essentiality of Taking Stock"

Now it is his further thesis that there are special "factory which constitute the context within which the university's administrative processes function."

Like other writers in the series he cites the comprehensive nature of the university's goals, the unusual reliance in colleges upon faculty leadership rather than board authority, and wide participation in decision making. But a plea is made for men in top college jobs to be program philosophers and administrative experts as well.

I quote these authoritative points of view on problems of university administration, and there are others, to call attention to another growing body of writing related to the Dean's important work as administrator.

I am simply insisting that we must continue to take our administrative duties seriously, act on the basis of good management principles tailored to educational institution administration. The Harvard NASPA seminars are sufficient evidence of our recent concern for better training in management matters.

I will address myself to three specific facets of administration which need priority attention. First, we need to keep objectives before us, both broad and specific ones. The Deans' decisions in administering both housing and financial aids programs ought to be organized around the colleges' interests in recruiting quality students, reducing costs and aiding the better students to meet college expenses, and providing educational experiences in college housing. With these objectives in view, any decision would be measured by the extent to which the action proposed would support or detract from achievement of the objectives. One university has revised its priority system for dormitory rooms to give scholarship students a head start with room reservations ahead of other applicants. The first come, first served basis may not seem to support adequately the

university's contention that it wants to attract scholars.

In another instance, the Deans' Offices have made provision for Law College students to occupy one special section of the men's dormitories because the Law faculty wants to establish an esprit de corps in its student body, and lift the level of individual performances by special attention which can be given through unified dormitory living.

The Dean may decide to add his leadership to efforts to create subsidized and coop-basis dormitories to serve scholarship students; or he may volunteer his scholarships officer's services on high school visits and college night programs over the state when the objectives are clearly before him, in spite of inconveniences resulting from frequent out of town trips.

A second observation is that a sense of organization with pattern, channels and relationships defined is essential to getting work done. Aside from inefficiencies and ineffectiveness resulting from poor organization, we act as bad examples and serve as poor teachers to students who see poor management as if it were condoned or even necessary.

Teaching a social work course in Organization and Administrative Problems of Youth Serving Agencies, I asked each student in a class group to interview an agency head to secure or prepare an organization chart for the agency. Only two students found a chart in existence and most of the others found it a major problem to prepare a chart from the agency interview.

An organization chart may not find solutions to administrative problems but it may help identify the problems. It is safe to venture a guess that most institutions could profitably study the standard organizational pattern involving the Dean of Students, Dean of Men, Dean of Women, and Director of the Student Union, together with their respective assistants. It might be found that their functions could be clarified in statements of job specifications, that the overlap and duplication of service to students and student organizations could be reduced, and that simplification of communication lines, printed forms and inter-office procedures could be developed for immediate improvements in work product and staff morale. We can work at this constantly with profit to our institutions.

Another concern at this point is the extent to which we may be pressed to abdicate the responsibilities belonging to us in administration. Almost universally, the responsibilities for housing, student discipline, and eligibility for activity participation are administratively assigned to the Dean. In many institutions the maturing

interests of the best student leadership have made it possible to give away some aspects of housing, conduct and other regulatory matters to student self government in one of its several forms. In fact, this is the direction we expect to pursue as fast as student self government earns the right to have additional responsibilities given to it. The hazard comes in the misunderstanding of students and often of faculty and others, who assume improperly that the Deans' responsibilities have invaded the prerogatives of student self government.

The double obligation of the Dean's Office is to carry out its assigned responsibilities consistently, but at the same time educate the leaders in student government so that they will understand the Dean's responsibility and the structure and pattern of organization in the college or university under which defined responsibilities may be delegated in turn to them. For the most part these are allocated responsibilities, and do not inherently belong to student government as if by inalienable right.

We are completing a series of 88 "Grass Roots" county meetings in Ohio, interpreting the comprehensive nature of the state's leading university and its financial needs to the people of the state. This successful program has inspired us to undertake a series of interpretative meetings with our student groups next year wherein our staff people will present an illustrated story of the University, its central purposes, its organization and allocations of responsibilities, and its services so that it can be better understood with its image closer to reality than the false one often conjured up from lack of information and misunderstanding.

A third concern involves administrative problems which center on financial matters. We have sometimes earned a reputation for being poor businessmen in the management of offices and services we operate ourselves and those coordinated through us. The financial stringencies characteristic of most private and public institutions place us in a position where we are squarely responsible for sound fiscal plans and operations. The dollar conscious Dean begins with an understanding of his dollar sources and he perhaps takes some active part in securing needed revenues. It may be that he has some responsibility to help raise money in solicitation drives, or in long range "cultivation" campaigns, by participation in "grass roots" meetings, or by himself proposing reasonable student fee increases if some salary and office support for student services comes from this source. If he believes that federal housing loans for dormitory construction, and federal funds for student loan funds should be continued, the Dean has a financial problem before him, the solution of which may involve some active work on his part. Preparations of proper budget may require his administrative prowess to find padding and hidden excesses in some office unit requests and in some cases the

reverse will be true.

In fact, it may be more important to the University and to the welfare of the students served that the Administrator-Dean study the modestly budgeted area carefully to bring it up to a proper standard or to lift the level of its services by adding a competent staff person over its too modest proposal. There is actually a danger that we have been too modest throughout our offices serving students, having stood aside while the professors' and teaching assistants' salaries have been given first and needed priorities.

The New York Times, on March 5, reported cast studies⁹ at a representative group of 14 colleges and universities, showing that "the college professor's prestige in the American market place is becoming a reality, not just an ideal. Actual salaries of full professors at these 14 institutions have increased about 32% since 1955.

All this we applaud and support. I am only saying that some of us are falling short of our responsibility to increase our own professional staff salaries in like manner. We would do well to sell, what I have termed the "double extra service" principle as peculiarly applicable to our colleague in the student services and ourselves. The first "extra" refers to the regular overtime work which is the accepted norm for Deans and Directors and their staff assistants. The second "extra" is the additional service rendered throughout so-called vacation periods, summers and between terms. Again, this is no plea for members of the teaching staff to be placed on duty between terms; it pleads for a more vigorous presentation of our budget requests in terms of selected staff people at least, and for favorable consideration of the "double extra service" pay factor when annual salaries are determined.

I shall not labor the obvious point that we cannot expect sympathetic and favorable consideration of such requests for salary increases, nor requests for additional staff to carry on expanding or new services unless we have demonstrated unusual concern for husbanding our resources in the normal operations of our various office units. We are expected, properly so, to operate efficiently in use of space, equipment, and personnel at all levels. I have been intrigued by the ACPA Presidential address topic "Who's For the Ark", presented by Dean Kathryn Hywood in Denver last week. I hope she made some reference to the fact that simply "cleaning house", ridding ourselves of obsolete routines and procedures, outworn ideas and programs, could release funds for new, expanded and worthier purposes.

We probably do too little research and study of our own operating procedures in the residence halls systems, the processing of admissions, registrations, scholarships --

and so on down the line of responsibilities which rest squarely in our hands. We also find ourselves planning new residence halls, new student centers, new student services buildings with less than enough time, talent, and study put into the undertaking. I am delighted that Dean Burns Crookston wrote a long letter to Conference Chairman Glen Nygreen a year ago saying that recent NASPA Conference topics seem to have ignored studies and discussion of facilities, buildings, and physical arrangements. You will note that Dean Crookston is the invited speaker in Seminar VII, this week, Tuesday, 2:15 p.m., in the Ballroom, on the topic "Developing Physical Facilities for Student Personnel Services."

The Dean as Leader

For Role Number Three (and last), the Dean must be a leader. Again, the term is not exclusive here and I have referred to it already in defining educator and administrator roles for the Dean. His leadership must be effective on his own campus and it must be heard in organized form in this great organization.

Let us take a concrete complex problem -- and an opportunity too -- dealing with student rallies and demonstrations, and advising student groups with mature interests in social and political issues of the day. Every one of us met these situations in various forms this year. The pendulum has undoubtedly swung over from the days of student apathy and privatism of some past years, and fortunately more students do have serious concerns and want to express them. The student riots over the world, the demonstrations and newly formed organizations of adults in communities north, south, east and west in the United States are indications of widespread concerns.

Here on our campuses, the manifestations of student concern which take the form of rallies, petitions, resolutions, forums, editorials, and demonstrations, sometimes are lacking in constructive leadership from students, deans and other adult advisers. Sometimes they are led by headline seekers with insincere motives. Sometimes they reflect normal rebelliousness rather than understanding of a point of view -- in short, sometimes they lack integrity in ideas, in leadership and in actions. Yet the very nature of the university campus with its dedication to freedom and truth, requires that these concerns be expressed in the context of responsible approaches to all honest and serious controversies. This by no means implies that we are seeking to preserve quiet, comfortable campus situations. Neither may we sit idly by while irresponsibility is condoned, chaos reigns and classes and academic obligations seem of secondary importance behind more immediate and unscheduled interests of small or large segments of the student body.

I do not intend to trace the delicate and complex aspects of student demonstrations which require extensive study and analysis. Simple illustrations of the problems are readily at hand, indicating responsibilities facing most all Deans today. The Student Council, for example, finds itself faced with a quickly framed resolution urging recognition of Red China with total debate "limited to ten minutes" before the momentous issue is settled -- by the Student Council. (Laughter) A group of university ministers, faculty and student religious foundation leaders were recently presented with a resolution asking the university to refuse to allow its student union and other facilities for use in showing the controversial film, "Operation Abolition". Finally someone asked how many present had seen the film. Two others had seen it, yet all had opinions about the film -- from someone else's second hand point of view.

Or the student government wants to feature a "Fair Play for Cuba" speaker who is known by name and address provided second hand from an outside source. There is no biographical data obtained, no indication of educational background or qualifications. Should he be invited under these circumstances?

It is the university setting wherein conflicting points of view may be expected to be presented, carefully analyzed in the light of facts, and ultimate truth to some extent at least determined, but the forum must be preserved with ground rules which are reasonable and respected, worthy of the educational institution which provides the rostrum itself.

We are at work, each of us, and joined together in NASPA, to do our leadership parts.

Ask Dean Bob Shaffer for a copy of his two-page statement entitled "Student Activities and Student Government at Indiana University," issued this year for student organization use, which interprets the new interests and new responsibilities of student and staff leadership. I quote from one section as follows, where several needed developments are listed:

"More attention to effective and skilled social action and expression of opinion such as carefully prepared meetings, disciplined participation in group action, informed statements and preventive measures against the headline hunter, the egotist, and the compensating personality.

"Rigorous protection for debate, careful attention to fair and objective discussion, insistence upon full information and resistance to one-sided, emotional appeals and exaggerated presentations. In other words, evidence of recognition between immature

agitation and mature consideration of the issues of our time.

"Use of the total college resources in stimulating discussions and conversations regarding pertinent issues in today's life."

Recall the point of view of Dean J. D. Dawson of Antioch College, reported in your most recent NASPA Newsletter. The Dean addressed his student body and the Student Seminar on Human Relations at Antioch last October, defining general citizenship and college student roles played by students in social and political activities.

I was interested in the additional remarks made by Mr. Howard Johnson, Antioch College Pastor, at the same Human Relations Seminar:

"Finally, students who are planning action on their campuses may find, perhaps to their surprise, that a proper approach to the administration of their college may yield dividends in the way of moral support for their program rather than opposition. Such proper approach will involve frankness, and a willingness to work out problems which specifically concern the administration. This will mean advance planning to have time to work out problems, and in some cases, the judicious selection of channels of approach through respected officials who are sympathetic.

"In any case, candor and mutual respect may yield dividends of unexpected support."

The National Student Association will continue to play an important role in alerting students to their responsibilities in understanding and expressing themselves about issues of current public concern. NSA President Rettig spoke in Denver last week about the extramural activities of university students and faculty which would define a new role of education and action centered on our campuses. We benefit from the individual efforts of Vice President Carl Grip working with NSA's Advisory Board, and Dean Ray Hawk and other NASPA Deans who relate themselves constructively to the leadership of the National Student Association. NASPA is honored to have had officers of NSA in attendance at almost all of its recent annual Conferences. National President, Mr. Richard A. Rettig, is the official representative of his organization, here today with us and he is most welcome.

NASPA's poll and its report of the position taken by NASPA Deans on discriminatory clauses in national fraternity constitutions became a matter of record last year. The policy statements and actions of Deans' Offices on individual campuses on the same issue are indicative of positive action programs.

Our colleague Dr. Dennis Trueblood has written on this issue recently that "as educators and student personnel workers ... we cannot avoid a responsibility to help the university play a positive part in the resolution of the issue of racial and religious discriminatory practices in fraternities." Trueblood's article is titled "The University's Responsibility for Racial and Religious Discriminatory Practices in Fraternities," and is one of the needed published statements on this, one of our current problem areas.¹⁰

Of great significance to NASPA is the acceptance by Dean Ed Williamson of the Chairman's role in a new NASPA ad hoc committee on Student Discussion and Action on Social Issues. Dean Williamson's program at APGA, in which Mr. Rettig also participated last week, attracted a large and interested audience. You will also note with interest the important Wednesday morning program here on the topic "The Dean and Student Rights; Social Action by Students On and Off Campus" when it will be our honor to hear the distinguished President of Howard University, Dr. James M. Nabrit, Jr.

The stakes are extremely high. The kind of leadership we offer may help determine to some extent the future responsible actions of student bodies. And the alternative may be somewhat less responsible student actions. "U.S. News & World Report" carried a sobering summary report of world wide student riots¹¹ in an issue last June which is worthy of our attention.

Without developing the topics, I want to mention other areas where our leadership will be significantly needed. One is the area of "The University and World Affairs"¹² which is the title of an important new document prepared by a Ford Foundation Committee including such names as now Secretary of State Dean Rusk, Chancellor Franklin D. Murphy and others under the Chairmanship of Dr. James Lewis Morrill, former President of the University of Minnesota.

APGA Executive Director Art Hitchcock acknowledged in the Personnel and Guidance Journal¹³ recently Dean Wesley Lloyd's pioneer work in helping develop a guidance program in Japan along with other contributions of other American scholars in countries over the world. Other NASPA Deans like Bob Shaffer in Thailand, Jack Stibbs in Pakistan, Harold Stewart in Europe and others have been involved in international assignments.

Albert G. Sims who is the new director of university programs for President Kennedy's Peace Corps will make a significant address to us Tuesday night to indicate what some of our new challenges may be. He has been Vice President and Director of Operations for the Institute of International Education and has been previously known to us in that capacity. Dean John Netherton now serves as Chairman of NASPA's Committee on International Exchange of Students

with a somewhat broader assignment than the title indicates to keep NASPA abreast of its leadership responsibilities in this important area.

Another continuing concern over the years is the leadership role in helping set standards for student living. As I write this, my evening newspaper reports from Fort Lauderdale, rioting with police "met with a volley of stones, beer cans and bottles" from 3500 vacationing students.

From another campus this week comes a report that twenty students out of one hundred who took transient status to study one quarter outside the United States abused their freedom and the hospitality of another culture by becoming involved in violations of the college regulations or customs (or both) of their host country. Yet we are hopefully recognizing signs of more mature interests and more mature actions by our larger number of responsible students.

One of our principle continuing challenges will be working with students to promote high standards of conduct for individual and for group living.

Finally, and in a completely different vein, leadership must appear in NASPA, I believe, to assist in bringing together the officer level leadership of the national educational organizations engaged in or related to student personnel work.

I am impressed and concerned about the fact that current attempts at coordination have proven inadequate to date. APGA, in spite of almost doubling membership figures from 1953 to 1961, still has left uncaptured most of the organizations in higher education like NASPA which have not formally accepted affiliation with APGA. I hasten to add that cordial relationships prevail and individual Deans have APGA memberships, many through ACPA. ACPA has been uncertain in past years about its membership clientele and indeed its goals are still uncharted in many respects. Yet ACPA has also doubled its membership since 1953.

The Inter-Association Coordinating Committee, in which only ACPA, NASPA, NAWDC and AACRAO now join officer-level forces in an annual meeting, has not found effective ways to work together and it too leaves untouched the great list of national organizations representing our immediate associates and colleagues in college student personnel work and services.

Consider the fact that most of our "related" organizations remain outside any of the above named attempts at coordination; such substantial organizations as Association of College Unions, Association of College and University Housing Officers, Association for the Coordination of University Religious Advisers, American College Health

Association, and organizations of placement officers, directors of counseling centers, orientation directors, college admissions officers, and financial aids officers, have no coordinating base where leadership in the student services aspect of higher education is jointly expressed.

There may be better long range plans for the developing future but for the present, NASPA's leadership may well concern itself again with study of the need for a trial run conference of presidents of these organizations. Meanwhile, the segmentation of groups goes on with new organizations in the making, before effective working relationships are found between existing groups.

ACPA, I believe, has just offered a home base to the new financial aids counselors group numbering about 1500 and each carrying important new duties with NDEA loan programs. Yet the financial counselors group is mothered and financially sponsored by the College Scholarship Service, an unusual commercial sponsorship arrangement but not an unwelcome one according to the financial aids counselors who attended the organizational meetings this past year.

The need for national leadership is sufficient now to bring out new proposals worthy of study and action. Stronger representation of NASPA in the American Council on Education is already authorized.

I am well aware that I have spoken at length. The greatest justification I can give for putting before you the "unfinished work of the Deans' world" is the sincere admiration and faith I have had over the years in the dedication and power of the combined best student and staff leadership on the American college campus.

The Old Testament story in Exodus where the Lord reveals Himself to Moses in the burning bush in the desert, has a hidden but special meaning. After the bush was burned with fire but was not consumed, the voice of the Lord called out to Moses and said, "The place whereon thou standest is holy ground;" then the Lord charged Moses in the verses which follow: "Come now therefore and I will send thee unto Pharaoh that thou mayest bring forth my people, the children of Israel, out of Egypt." He says, I believe, to each one of us when he puts a task before us, "Where you stand is holy ground." [Prolonged applause]

¹"We're Wasting Brainpower", NEA Journal, March 1959, Dana L. Farnsworth, M.D., Director, University Health Services, Harvard University and Radcliffe College, Cambridge, Massachusetts.

²Student Personnel Services in Colleges and Universities, E. G. Williamson, McGraw-Hill Book Company, New York, 1961.

3

Study of College Housing, Dr. Harold C. Riker, Director for College Housing Study, Educational Facilities Laboratories, Inc.--to be published soon.

4

Farnsworth, op. cit.

5

Riker, op. cit.

6

"College and University Teaching, 1858-1958", The Educational Record, October 1958, American Council on Education, Washington, D. C.

7

"The Administration of Student Personnel Programs in American Colleges and Universities," Daniel D. Feder, Chairman; American Council on Education Studies, Series VI - Number 19, February 1958.

8

"Administration in the Halls of Ivy," James A. Perkins, and others. Public Administration Review, Winter 1960, American Society for Public Administration, Chicago, Illinois.

9

New York Times, March 5, 1961, "Scholars Gain in Market," (From "Compensation on the Campus," J. F. Wellmeyer, Jr., Study Director, and Association for Higher Education of the National Education Association.)

10

"The University's Responsibility for Racial and Religious Discriminatory Practices in Fraternities," Dennis L. Trueblood, The Journal of College Student Personnel, March 1961. (An adaptation of a paper presented at the 1959 ACPA Convention.)

11

"Why Students Riot Around the World", U.S. News & World Report, June 6, 1960, pp. 58-60.

12

The University and World Affairs, The Committee on The University and World Affairs, J. L. Morrill, Chairman, The Ford Foundation, New York: December, 1960.

13

"From the Executive Director," Personnel and Guidance Journal, November, 1960, American Personnel and Guidance Association, Washington, D.C., p. 248.

CHAIRMAN GRIP: I think it would be silly to comment after that wonderful speech. It is now ten-ten. We will convene promptly at ten-twenty-five in this same auditorium.

... The Second General Session recessed at ten-
ten o'clock ...

FIRST BUSINESS SESSION

Monday, April 3, 1961

The First Business Session convened at ten-forty
o'clock, President Guthrie presiding.

PRESIDENT GUTHRIE: The Executive Committee has
asked Dean Jim McLeod of Northwestern University to conduct
a short memorial service, which is a tradition of NASPA.

DEAN McLEOD (Memorial Service): Members of the
fellowship of NASPA: It is appropriate that we should pause
in our day's occupation to pay tribute to those of our num-
ber who have been called to higher service. Death came dur-
ing the past year, as it must to all men, to these three
colleagues of ours:

Robert M. Strozier, Dean of Students at the Uni-
versity of Chicago, Past President of our Association, and
at the time of his death, President of Florida State Uni-
versity. Respected, beloved by all who knew him, he will
long be remembered for his notable contributions to this
Association;

Carl V. Bredt, Dean of Men at the University of
Texas, the news of whose sudden death came from his colleague
Dean Arno Nowotny while the Executive Committee gathered
Sunday morning. Carl was an effective leader and inspira-
tion to his colleagues and the students of Texas. He had
achieved fame as a distinguished official of the Southwest
Conference on Intercollegiate Athletics. He was known to
many of this Association, and we mourn his passing for he
will be sorely missed.

Edwin W. Schoenberger, for many years a member of
our Association. He was seldom able to attend our meetings
but maintained his membership and that of his institution
for many years. He served as Dean of the famous Paper In-
stitute of the Graduate Division of Lawrence College, at
Appleton, Wisconsin.

Now as you remain seated, shall we pause for a
moment of silence, following which shall be offered a
brief prayer.

... Silent tribute to the memory of the departed
NASPA associates ...

DEAN McLEOD: O Thou, God of the generations of men; we thank Thee for all who have walked humbly with Thee and especially for these sons of Thine who have served their fellowmen with dignity, courage and faith. Make us glad for their living, for in their lives we have seen revealed Thy love. So, mindful of the cloud of witnesses, the innumerable company of those who have gone before, may we thank Thee for their example and now so rededicate ourselves to our vocation and run with patience the race that is set before us, seeking in small things and in great, in things temporal and eternal to do Thy will, through Christ our Lord. Amen.

PRESIDENT GUTHRIE: You will find on your printed program that there are four business sessions. I think this indicates a desire on the part of the conference chairman, Glen Nygreen, reflecting the interests of the executive committee, to provide the scattered times throughout the conference when the business sessions would be carried on.

Just as it has been announced that the committee and commission meetings are open meetings, where you are welcome to participate, I hasten to add that the business meetings are here for the purpose of hearing committee and commission reports, and for other conference business; but that, again, your point of view is welcome. So although our group is large, I hope you feel that the privileges of a smaller group are still here. If you have a comment to make, if you have a question to ask, it is most appropriate that you follow your own inclination.

There are four committee and commission reports which will be presented this morning, some fairly brief. In each case there is an opportunity for discussion, if you wish it. In each case the appropriate motion would be that the report be accepted, or otherwise if you are so disposed. If there is precise action to be taken, it would normally be referred to the executive committee, unless it is simply the action of receiving the report.

I have no particular notion of the business that is coming before us, and I mention these things only in terms of past practice with meetings of other years.

Accordingly then, may I pass to a report of Commission I, or Committee one, the Committee on Consulting Services, which is Chaired by Jack Stibbs, Tulane University. Jack.

DEAN JOHN H. STIBBS (Committee on Consulting Services): Thank you, Bill. Gentlemen, at Columbus last year Don Anderson and Bill Guthrie approached me and asked if I would Chair, at least for the first year, a temporary committee on Consulting Services, to consider the value to our Association of having some sort of consulting service.

I think it was clearly implied that the Executive Committee of last year thought that this might be an appropriate means whereby our Association might effect improvement in student personnel services across the country. It was perfectly clear that the mission was to investigate. There was no assumption or prejudgment that we ought to have consulting services in our association. The fact is, as we understood it, it would be quite fair if we understood in the end that we should have no such consulting services.

So the work of this year has been pretty much one of investigation. We have not served as a consulting service. I must say that there is one exception to this, and that was Dean Harold Bitner of Hawaii, who was going to Japan and who is about to leave for Japan. Harold wrote to me and wondered if, in my capacity as Chairman of this committee, I might not in some way make known to people that he was going to Japan, that he would very much like, if he could in some way be of service, to be of service there as a consultant in the student personnel programs in Japan.

So I wrote to Wes Lloyd and I wrote to the overseas development people in the Ford Foundation, and I was very much pleased when Wes got out a half dozen letters to his associates in Japan and the overseas development people wrote two letters to Japan.

I have no idea what has happened, but it seemed to me this was a fairly useful effort on the part of this group.

I. After the announcement of the new temporary committee at Columbus, a committee was appointed to serve with me:

Clifford Craven
John Hocutt
Donald Winbigler
Ralph Young

II. An initial letter was circulated with many suggestions, in which we speculated widely about what consulting service in our Association might be.

III. Next inquiries were made of other associations concerning their consulting services, for example, National Federation of Business Officers, National Association of College and University Housing Officers, Association of College Unions.

I found out from the officers of the Business group that they had formally organized a consulting office in Washington, with the support of the Ford Foundation, that they had actually hired and supported a consultant at a salary of \$14,000 a year, for a two year period. Their experience was that the expense was not justified in terms of the response. They felt sorry that the people who seemed

to need the consulting services either did not apply for it or were not willing to pay the necessary fee. Their comment to me was that they wished they had begun in a more modest way, and as such they believed they should really, in their association, have a consulting service, but they went so far in this direction of formalization that the whole thing fell through.

The housing officers, I learned, merely have a research committee, as they call it, to which requests concerning how to organize the food services program, how to organize the residence halls program, and so on, can be referred.

The Union directors, as you may know, announced the availability of consulting services in a pamphlet, and maintain in a central office a list of union directors, architects and other specialists who have worked or advised on Union projects. In general, their association has indicated \$100.00 a day as the going rate for consulting services, and this is the same rate as established by the business officers.

IV. Well after accumulating some of this material, we asked to meet with the Executive Committee, and met in Chicago on October 17, and I think the joint conclusion of our committee and the executive committee was that the need of some consulting service seems to be in order, in view (1) particularly of requests coming in from presidents of new schools, or new presidents of old schools. Many of us were quite amazed at the number of requests that were coming in for consulting services from our Association; and secondly in view of the number of visitations for accreditation and other purposes that simply failed to come off properly, because the really right people were not appointed to the visitation teams.

V. As a result of this meeting, the following proposals were made by the committee and approved by the Executive Committee:

A. We asked that two members be added to the committee, Dean Fred Turner as historian, and Dean Juan Reid to strengthen area representation on the committee.

B. We asked that after the present temporary committee has done the foundation work, a standing committee be established representative of definite areas of the country.

C. Then that an assessment of resources be taken through a notice sent to all members of the Association.

You all know that we sent out this questionnaire, or survey. I think it can be said, at least, that it was the simplest survey ever used. We simply asked:

1. Name, school, address
2. Degrees earned, special field
3. Present position
4. Area of student personnel work in which you feel you are best qualified
5. Consulting experience, either in general or in a special field--e.g., in health or in a particular country overseas
6. (Other side for additional comment)

I must say that the survey, in many ways, confirmed knowledge that we had before. For instance, we knew that Don Winbigler had long experience as a registrar before he became Dean of Students, and was particularly knowledgeable in this area. We knew that John E. Hocutt served and still does as consultant to the Health Services program at Harvard University. We knew that Wes Lloyd had gone to Japan.

Nevertheless, there were many, many special areas of interest and knowledge that members of our Association had that were worthwhile in recording. I was especially impressed by the work that has been done abroad by members of our Association. I was really only aware of Wes Lloyd's going to Japan and my own trip to Pakistan. But I found that members of our Association had either served as consultants in the field of student personnel services, or higher education, in Burma, Columbia, in Canada, the Congo, Egypt, and the Middle East, Korea, Japan, Mexico, Pakistan, the Philippine Islands and Thailand. I felt that if we ever got called on by the Peace Corps, or if we want to volunteer our services, this is rather an abundance of experience abroad that at least I had not realized before we took the survey.

D. The next thing we went into at the Chicago meeting with the Executive Committee, was the concern for a kind of basic set of principles. We were concerned that the business officers had formalized too soon, so we simply decided on this initial set of principles:

1. No formal organization
2. No formal certification
3. No formal contract
4. The school requesting the service pays the fee
5. The fee to be approximately \$100 per day, or a range so as to provide a lower cost service to smaller schools
6. An informal arrangement for reporting and appraisal
7. Include in referrals not only deans but also architects, doctors, professors, directors of residence halls, etc.

For reporting and appraisal, when we get going, if someone does a survey at a particular school, we would not be in a position to require him to submit his report, but we would very much appreciate it. If he did a survey at a particular school we would appreciate it if he would send a copy to our committee so that we could pass it on to others when and if appropriate.

We thought too that in our inventory of people with different qualifications that we ought, as a next step, to get to the architects, the doctors, the professors and directors of residence halls, people on our own staff and on others. For instance, certainly we ought to have Dana Farnsworth on our list, obviously, in respect to his specialty and Hal Rickert from Florida in respect to residence halls.

E. Then we were concerned with possible procedures in the future, and thought that ultimately we ought to (1) organize the knowledge about consulting strength and make referrals through the area representative on the committee. Let us say John E. Hocutt in the east, with respect to health services, and Dana Farnsworth at Harvard. I am just speculating. That might be the two people we might want to look to, to advise a new president in the east with respect to health.

2. We thought whenever possible, if we are asked to make a recommendation for consultant, we would name two people and let the institution make a choice.

3. We thought we ought to consider referral of a team of consultants.

4. Also consider, where appropriate, that the consultant provide a kind of internship at his school or elsewhere as a supplement to his consulting services.

5. That we be very careful to instruct our consultants that they might well appraise themselves of the basic principles of the Association before they move out into a given area.

6. That we also inform the schools, any schools that may request consulting services, that our system is only a referral system, and that in no way is it possible for us to be absolutely, as an Association, in agreement with every one of our members who serves in a consulting capacity.

Then we thought that if feasible it might be well to get out a modest flyer or pamphlet about our consulting services, and to include in this a simple statement of principles that would be cleared with the Executive Committee, the names of the committee members, indicating area

representatives, and then an enumeration of fields of interest, but without names of individuals.

Finally, if we get out such a pamphlet to distribute this to college and university presidents, to members of our Association, to members of related associations, to management consulting firms, and foundations.

So in concluding this report, I would simply like to say that our recommendation now to the Executive Committee is that we continue compiling our inventory by getting the names of people who are other than our Deans, such as the doctors, the residence halls, the Union people, and get these names added to our list, for one thing, and that we continue the work of the committee. We think it is worthwhile. We would like to see this a continuing committee of the Association, and we would very much like this next year to go ahead and prepare the pamphlet for publication, and to clear this carefully with the Executive Committee before publication. Thank you. (Applause)

PRESIDENT GUTHRIE: Thank you, Jack. I am not sure that we have always had applause for committee reports, and I would interpret this to be a good first year's effort in an important new area of NASPA activity.

I suppose the appropriate thing would be for a motion to accept the report, and a second, and then to proceed with discussion.

DEAN ANDERSON: I so move.

DEAN LACY (Trinity College): Second the motion.

PRESIDENT GUTHRIE: It has been moved and seconded that the report be accepted. It is open for discussion -- ask questions, or what is your pleasure?

... The question was called ...

PRESIDENT GUTHRIE: The question has been called. All those in favor of accepting the report say "aye." Opposed, the same sign. The report is accepted with thanks, Jack.

I should report to you that the Executive Committee has given some study, largely at the instance of President-Elect Fred Weaver, to the general question of the structure of our committee system, the number of needed committees and commissions, the size of committees and commissions, the manner in which new committees and commissions are created, the manner in which committees and commissions which have finished their task pass on into the Great Beyond with other committees which have finished their task, the possibility of creating liaison persons rather than a full

committee structure, in an instance where a dean might well be the single person through which some channel of ideas and interests might go.

So I think there is a fortunate open-mindedness on the part of the executive committee, the officers who are new, and the committee and commission chairmen themselves. This has been discussed in meetings, in the preliminary session.

This I report, preliminary to saying that as committee reports are made, it is very possible that a committee chairman, or a commission chairman may say that in the circumstances, he feels that it has been a productive year, or it may not have been a productive year, but in any case, I want you to know that all the committee chairmen, all the commission chairmen, the executive committee and officers, are taking a long look now at the structure problems.

May I turn to the second report, and I think there are three reports coming. The second report then is from Commission IV, Cliff Craven, University of Oklahoma, is reporting on Program and Practices Evaluation. Cliff.

DEAN CLIFFORD J. CRAVEN (Commission IV, Program and Practices Evaluation): Thank you. The members of Commission IV are listed in your program. The functions of Commission IV are also stated in the program.

In line with these functions the Commission during the last year concentrated primarily upon one particular evaluational schedule, which was presented to NASPA last year. I will not describe this schedule in detail, since it was described in the presentation last year, but if you do have any questions after I have concluded, I will be very happy to try to give you a thumbnail sketch of what it is.

On the cover sheet of this inventory there is a brief indication of what it is. This was published during the last year by funds provided by the Executive Committee of NASPA. [Displaying the booklet] The title sheet says "Personnel Services Inventory," Eric N. Rackham, A Check List Schedule intended to assist colleges and universities in evaluating their programs of student personnel services, Distributed by the National Association of Student Personnel Administrators by permission of the author.

As I say, the primary work of the Commission has been the publication and dissemination of this inventory. Forty-nine institutions requested the Rackham inventory. We have received reactions concerning the inventory from fifteen of these requesting institutions. Of the fifteen institutions which gave us some indication of what they thought of the inventory, only five stated that they have used the inventory, either in whole or in part, for purposes of

evaluating their student personnel services. These institutions are Oklahoma, Detroit, Michigan, Auburn, and the Calumet campus of Purdue.

However, all fifteen of our respondents gave us some sort of reaction to the instrument. I would sum these reactions as follows:

First, that the survey is fundamentally a good instrument.

Second, that NASPA should continue experimenting with the instrument. Only a few urged the adoption of the instrument as an official, endorsed evaluation schedule.

I might say that last year's adoption of the schedule was entirely on an experimental and tentative basis and this was made clear in the descriptive material in the inventory and in the letter which accompanied it.

One person who responded felt very definitely that the inventory was worthless and should be abandoned.

I would sum this up by stating that most people say that we ought to keep on using it on an experimental and tentative basis.

The third generalization I would make about the reactions is the rather unexpected opinion that this inventory has great value as a training device. I think that this should have been obvious to us at the start, and we did recognize it in passing, but surprisingly enough practically everyone who received and looked at the instrument responded that this would be wonderful to use in classes in student personnel administration, or in briefing a new staff member about these various functions.

I might say from our own experience at Oklahoma that this is probably the greatest value we got out of the Rackham Inventory. It certainly did give the person who sort of coordinated the application of the schedule a very complete, comprehensive and systematic picture of our student personnel services.

The fourth general reaction, I think, can be summed up by stating that none of our respondents gave us any particularly helpful critical commentary on the methodology of the inventory. For instance, very few commented on the wording. Very few commented specifically on the weighting system, and yet there are obvious defects in the inventory from these standpoints. It has many technical inadequacies as one works with it closely, particularly in regard to semantics. The inventory is loaded with semantic difficulties, and yet not one of our respondents -- well, perhaps one or two -- pointed up this general problem, but no one got specific about it.

Here is my personal reaction, as Chairman of Commission IV, based upon what I have just given you as the general reaction of our respondents.

First, the membership of NASPA has an interest in evaluating student personnel work, in an abstract sense.

Second, the membership of NASPA has little interest in specific, concrete, overall methods of evaluating student personnel work.

Third, that the disinclination of NASPA to warm up to overall evaluational devices is based on practical realism. I think most of us feel that any official evaluational instrument would probably not fit our particular institution.

These reactions caused me to suggest that Commission IV merely continue to provide the Rackham inventory as it stands, on the same basis that we now provide it, as a service to those institutions who are interested in it. If we find a similar device which seems as good or better we will bring it to your attention.

Another effort in the area of evaluation of which you should be aware is a survey made by Dave Robinson of Commission IV, of all member institutions of NASPA. This survey asked for information about any evaluational self studies, just completed at those institutions, currently under way, or planned. Dave received a 70% response. Thirty -- I think these are approximate figures -- of his respondents indicated that they had just completed a survey, or recently completed a survey, or were currently using a survey of some type. About thirty indicated that they were actively planning a self study type of survey at their institution; and about thirty indicated possible future interest in such a self study.

Although Dave's respondents indicated interest in learning more about evaluational techniques, schedules or instruments, it was very evident from the replies which he received that very few of the responding institutions were using a common instrument of evaluation, nor were they contemplating the use of any such common instrument, such as the Rackham inventory.

We will continue to collect information about the self-studies underway at various institutions, and will report any interesting generalizations or developments to NASPA. Thank you. (Applause)

PRESIDENT GUTHRIE: Thank you, Cliff. I think the signs of use of evaluation instruments, and the conduct of self studies which have been reported, the interest even in the instruments and the fact that we maintain on a stand-

by basis a committee that expresses this interest, is important to us in some form or other. What is your pleasure in relation to the report?

DEAN CARLTON L. KRATHWOHL (Syracuse University):
I move the adoption of the report.

DEAN WARREN H. SHIRLEY (Florida A & M): Seconded.

PRESIDENT GUTHRIE: It has been moved and seconded.
Are there questions? Comments?

DEAN RALPH W. WRIGHT (Kansas State College of
Pittsburgh): Will we get a copy of these surveys?

DEAN CRAVEN: Yes, as announced when this instrument was adopted by NASPA on an experimental basis last year, you can secure a copy by writing to me at the University of Oklahoma. We have a supply of copies. We will send it to any institution which requests one. No charge.

DEAN WRIGHT: And the Robinson report, is that finished?

DEAN CRAVEN: No, it is not ready yet.

DEAN PHILIP A. TRIPP (Washburn University): I would take issue with Dean Craven's evaluation of response of the membership. I am one of the delinquents who requested the Rackham instrument, and failed to use it. I assure him that it was not out of any lack of appreciation of the instrument per se. I think it is a remarkable instrument. I would urge the Association not to follow his advice in respect to putting it on a standby basis, which seems to me to condemn it to oblivion. I think it is too valuable a thing.

I think he pointed out some needs for modification within the instrument itself, which I think the committee might well devote itself to, and I would urge that be done. I think we need in this organization some kind of criterion of effective student personnel organization. As I talk to my colleagues I am more and more impressed with what I call the cigar box principle of administration in student services. We all seem to move along on an ad hoc basis that will not in the long run produce very much professional growth, if we do not have some attention to this.

The Rackham instrument might not be the device, but it might be. I would urge, therefore, that the committee keep it alive. As a matter of fact, advertise its availability regularly, and I think even urge the membership to avail themselves of the opportunity to examine it.

PRESIDENT GUTHRIE: I am sure those are pertinent

comments for the committee. Does the Chairman want to comment on the comments?

DEAN CRAVEN: I do not think there is very much to say to that, except that if we are to re-work the Rackham inventory, or adopt another one and re-work that one, we must get the cooperation of NASPA. At the present time I really feel that the only thing we can do is send it out on the same experimental basis that we did last year, and await heightened interest in this inventory by the membership of NASPA.

I would be very reluctant, as Chairman of this Commission, to actually urge the adoption of this instrument or seriously re-work it to present for adoption. I think, to put it bluntly, that there is a lot of general acceptance of the idea of evaluation, as I said before, but when the chips are down and you have a specific evaluational instrument, I think you will arouse great hostility among members by trying to present this as something they should accept. There is more negative reaction to this instrument than I think you might realize.

DEAN CARL M. GRIP (Temple University): Cliff, I showed that instrument to Taylor Jones of the Middle States Association, and he pointed out that there is such diversity in the form of organization of universities and colleges that it is impossible to evaluate, using a single instrument. There are too many points of views that must be built in.

Nonetheless, this has a real importance to us, and I am going to suggest that instead of calling it an evaluation instrument, we call it a self study instrument, and I think thereby you will eliminate some of the hostility toward it.

DEAN CRAVEN: I think that is a good suggestion.

PRESIDENT GUTHRIE: Are there other comments?
[The question was called] The question has been called.
All those in favor of accepting the report say, "aye."
Opposed, the same sign. The report is accepted. Yes?

DEAN TRIPP (Washburn): What does acceptance mean? Does it mean that the recommendations of the Chairman will be observed, or will we do anything about the instrument?

PRESIDENT GUTHRIE: I did not detect in the Chairman's statement any obligation on the commission's part to move beyond what it has now done, but to consult with the Executive Committee, and if a member, for example, felt that it would be important to adopt an instrument, a self-study instrument, it would be the member's prerogative to go to the committee meetings to offer this proposal, and in

turn if the committee adopted a new point of view, that an instrument should have been accepted as a NASPA instrument for use, that this in turn would go to the Executive Committee which would in turn take the responsibility for a judgment on that. I think I have answered your question. Cliff?

DEAN CRAVEN: I think you have answered it.

PRESIDENT GUTHRIE: All right. I think we had taken the vote and were ready to move on to the next report which will be from the Commission on the Relationships with the Behavioral Sciences. The report will be given by Dean Mark Smith of Denison.

DEAN MARK W. SMITH (Commission V, Relationships with the Behavioral Sciences): I have been asked some very searching questions since arriving here about my loss of weight during the past year. I think I might explain that after the very negative reactions published by Glen Nygreen "The Disappearing Dean," to the Commission V report or presentation at Columbus, I decided that I would try to disguise myself as the new representative from Denison. (Laughter) You will notice that my personality has changed. I am much more withdrawn and inhibited and sensitive to the feelings of others. (Laughter)

There has been a fringe benefit, the faculty on our campus started a rumor that I was critically ill after this tremendous loss of weight, which has given me wonderful power with the student body for this present academic year. (Laughter)

One thing I think you people should be impressed with are these clip boards which Bill Guthrie presented to all committee and commission chairmen. I was very impressed until I looked at them this way, and covered over, it says "Fred Taylor Clip Board, NCA all the way." (Laughter and applause) I imagine there are a lot of glasses available all around the country too, aren't there, Bill? (Laughter)

There is much business of Commission V which I would like to report on. I think probably it is wise however to restrict the report to a treatment of a questionnaire study which was done. This is not to imply that the ideas concerning seminars between student personnel administrators and behavioral scientists has been abandoned, in any way. The hope is that this will be done. It may well lead to the setting up of advisory groups at the local level, which will close the gaps between behavioral science and student personnel administration.

The use of the Commission as a clearing house is still very much in our thinking. I will say one thing, that I think there is much more interest among behavioral

scientists in the commission than we might expect. At times I think there is more interest in that group than in NASPA.

On the basis of an assumption that a little research is better than none, we did a little research. I think before I present these over-generalizations on the basis of the results, I should warn you that this report is not intended in any way to be a final report. These are to be considered working papers. I brought out \$17.00 worth of "working papers" as excess baggage with me. There are probably fifty or sixty of them there for those of you who would like the 21-page report that now stands as an interim report.

Our great hope is that other commissions, especially Commissions III, IV and I will turn their attention to the stimuli provided by these working papers. We would hope that those of you who do get them do not freely distribute them to academic deans and presidents and journals as articles. These are only working papers, and I hope you will react to them as such.

I will attempt to pick out of the long report some comments which give the flavor of it. I will start out by saying that the group to whom this questionnaire was sent was the group that you people named as the people on your campus in the behavioral sciences and in the social sciences, as the most favorably inclined towards student personnel, in the sense of being the most interested in this division, and the most insightful concerning it.

This constitutes an original selection. We sent out questionnaires to over 1,000 faculty members, teaching in research behavioral science around the country. We sent it out during exam time to make sure we did not get too many returns, since we do not have IBM at Denison. We got responses from 371 faculty members, most of them voluminous responses, written all over the backs of the pages, some of them very vitriolic, some of them very positive.

The tabulation was started about January and was continued up until last Thursday, when the report was written. I am not going to make any apologies for the selective factors which operated. I think they are obvious. This questionnaire was sent to people at NASPA institutions, which is certainly a very selective group, especially in terms of the small private liberal arts college. We recognize that this operates as a selective factor. We recognize that 35 per cent return is not in any way an impressive response.

On the other hand, we feel very strongly that these are the attitudes, as expressed by 371, minus a few that we rejected as student personnel people who got it by mistake, teaching faculty members. As such, they are worth something as stimuli to which we should respond. I think

it is also safe to say that there is a trend in many colleges toward the use of faculty, teaching faculty in the evaluation and even the hiring and firing of administrators, especially student personnel administrators, so that these are not unimportant opinions. I will give you a few.

The first question, by the way, was one which asked them to indicate, by ranking, their opinion as to the desirability of ten fields of graduate study for a student personnel administrator, all other qualifications being equal, and to rank these from 1 to 10. The results are rather interesting.

The respondent group felt that psychology was the most desirable discipline for the student personnel administrator. It was ranked highest by all groups. Sociology ranked second, very close to their own discipline, which I might have anticipated.

Of the 330 persons answering this first question, 131 ranked psychology first, or most desirable.

The group seemed to feel very strongly that the areas of business, economics and political science were the least desirable, on a relative basis, as the graduate discipline of the student personnel administrator.

Many respondents did not accept student personnel as a desirable discipline. Some of the comments were so vitriolic that I could not quote them. I find faculty are much less inhibited than some of us. A significant number of respondents stated very specifically that student personnel was not in their opinion an academic discipline. Twenty-two respondents ranked it last, which meant that this area had more last rankings than five of the ten disciplines to be ranked. Of the 330 respondents to this question, 113 ranked student personnel sixth or lower, out of the ten.

There was surprising agreement, by the way, among the people in disciplines, in disagreements between disciplines, which I think supports some thoughtfulness in responses.

Comparison of the results -- and this was an interesting thing -- with the results of a study made by Glen Nygreen in 1959 of the actual facts concerning the backgrounds and training of NASPA representatives, came up with a rather interesting result. Glen asked 222 -- he asked all of us, and 222 of us gave to the commission the area in which our highest degree had been earned.

In the area of psychology, which is considered by this behavioral science group to be the most desirable, only 11% of the respondents to the NASPA questionnaire had earned their highest degrees in the area of psychology.

Sociology, which was second ranked by these people as the desirable graduate discipline, only 3% of NASPA membership had degrees in this area. The total figure was 14% of the respondents to the Nygreen questionnaire had earned their degrees in the two most desirable disciplines, in the eyes of this group of behavioral scientists.

I have a remark here which I will make. It is, again, only a reaction to these stimuli. The results of the answers to this request, suggest very strongly that persons interested in careers in student personnel administration, and those counseling and advising such persons, should be more aware of the kinds of attitudes and opinions suggested by these results. Answers to question 1, and to other questions below, suggest strongly that the choice of the graduate discipline may, to a great extent, determine hirability and respectability.

For instance, some respondents, especially those from liberal arts institutions, stated, or implied, that graduate education in applied areas, such as education, or business, might well preclude a man being hired as a student personnel administrator by their institutions. Many more said that hiring might not be precluded, but that faculty rank and/or teaching would be.

The second question, asked people to express their opinions concerning the gaps in the training and background of student personnel administrators. They were asked to criticize. They did so. Now there is no way to summarize these. They disagreed violently. Some said, more psychology; others said, too damn much psychology. They know the theory, but they do not understand people. Some said, more applied theory in the academic disciplines. Others said, too damn much applied theory in the academic disciplines. Some said more applied service training. So it was nice to know they did not agree on the stereotype.

I thought I would read you a few comments just to give you again the flavor of this thing. I enjoyed the comments much more, as a matter of fact, than I enjoyed the statistics. With this, here are a few of the comments:

"Too much emphasis upon the permissive approach. This leads to lack of any standards, loss of student respect due to inconsistent treatment of problems and issues. Lack leadership. Afraid to 'stick their necks out' on important issues."

"I feel that the training of student personnel administrators indicates a deficiency in the area of behavioral sciences with too great an emphasis upon the 'art of administering'. This produces people who tend to be 'busy with paperwork' and unaware of student needs, attitudes, and thinking."

"The people at our institution are great. Quit asking dirty questions about them." (Laughter)

"They are trained as administrators instead of as educators. Student personnel should be viewed as an aspect of the total campus program of education, not as an adjunct of the business office. Student personnel is an aspect of curriculum."

"Lack of appreciation for the life of the mind. Poor in the use of the English language, in writing and speaking. Lack of background in psychology and sociology. Better selection of candidates; screening out of the incompetent; better training in appropriate academic subjects."

"It seems to me that many know about test scores and have a generalized concept of 'the college student', to the point that the scores are taken as 'gospel' and the individual fades from the scene. Recommend less time in 'professional' courses and more courses with a broader outlook in diversified fields." On and on.

One very interesting comment: "Tendency to substitute a 'cookbook psychology' for broad view of human activities. Attempt to make 'psychotherapy' synonymous with 'personnel'."

"Too much 'how'; not enough 'why'."

"I do not consider the training of student personnel administrators sufficiently standard to constitute any kind of structure; therefore it can hardly have gaps, significant or otherwise."

We then went on and asked the third question which was: Should the Student Personnel Administrator teach in the classroom?

Seventy-five per cent said he should; 25% either did not care, or said no. The response was obvious. One guy said, "He forgets otherwise the degree to which the students, rather than being the 'victims', are the perpetrators of an intolerable academic situation." (Laughter) They felt very strongly that teaching creates status with faculty, ability to communicate with faculty, and status with students.

Asked if they should have rank, they were very clear in saying they should have rank. Most felt that they should qualify by teaching and discipline. Some were very vitriolic here too. Most of it says, "Yes, his work is just as important in the total program for a student as is any class or subject, so why shouldn't he have rank?" Many insisted upon qualifying for rank.

We went on to ask that they rate effectiveness in the various areas of jurisdiction. They were again, I think, very honest, and I just will give you one short, quick view of what they thought we were effective in, and ineffective in. They agree that the work of student personnel administrators in the areas of housing, financial aid, student regulations, files and records, and student health (especially in the first two) is relatively effective.

Even stronger, however, is the agreement concerning the ineffectiveness of work in the areas of stimulation of academic motivation, reduction of provincialism, fostering faculty understanding and acceptance of the student personnel program, assisting students in the development of intellectually exciting activities, and development of a research-oriented atmosphere within the student personnel staff (especially in the last two areas). All of these were rated almost totally ineffective.

I could go on and on. This is a very thick report. I will say this: I think we must be very careful in our reactions to this, not to take them too seriously; on the other hand, not to rationalize them out of existence. Many people have accused me of creating a kind of a slogan for respectability. I do not see a damn thing wrong with respectability. (Laughter) As a matter of fact, I think NASPA's major leadership job is in increasing the respectability of our profession. I do not think we should rationalize these results the way we see students rationalizing negative behavior.

When a student comes to us and says, "I thought I was right, and I didn't think I was doing anything wrong," we tend to say that "In living you are responsible not only for your own feelings and values, son, although I understand these, but for the ways in which others perceive you, especially those people with whom you wish to have a contributive and a productive relationship."

I think we must be aware of these attitudes. I think this study is suggesting further studies of attitudes. There is a tremendous number of suggestions from these people as to how we might work with the behavioral sciences. We have about 150 pages of suggestions concerning research projects which might be carried on cooperatively by student personnel administrators and behavioral scientists.

So this is nothing more than an interim report, Bill, and I hope that your reactions to it will be as mixed as mine. (Laughter and applause)

PRESIDENT GUTHRIE: Thank you, Mark. What is your pleasure with the report?

DEAN HOUSE: I move that it be accepted.

DEAN SHIRLEY: I second the motion.

PRESIDENT GUTHRIE: It has been moved and seconded. Any further comments that you have? Questions?

DEAN HOUSE: Mark, I have a question. This has intrigued me a little bit. Would there be any advantage, or any worthwhile purpose to having NASPA do what I know other associations in the behavioral sciences do, and that is give some thought and study perhaps to the feeling of the association as to what perhaps should be offered in the area of graduate study toward a degree, directed to this field of personnel administration?

I thought about this because I realize that in the fifteen or some years since you and I have been in the field, Mark, that there are more and more graduate courses and degrees being offered from various institutions. I do not know whether or not NASPA has ever been contacted. I wonder whether or not we people who are supposed to be experts in this field have ever been consulted as to what should be offered.

I am tossing this out just as a question that maybe we should give some thought to this. Maybe we should take the leadership in some proposals in this general area.

PRESIDENT GUTHRIE: While he arrives at the rostrum, and while we adjust the microphone to his stature, may I say that there is also a report coming from Commission III on development and training of the student personnel administrators, and we would expect O. D. Roberts to have some comment coming later at this point.

DEAN MARK SMITH: I will just say one thing. In the previous study, Bill, NASPA people were asked to indicate very much the same kinds of things, their attitudes toward the same kinds of things as these people were. We hope to get a matching of feelings.

I do not think there is any question but that Commission III is in this business. I think they have been very active in it. I think here is a new set of stimuli for them. I wish I could have gotten to O. D. earlier, but again, I think this is the business we are in, especially if some of these people are saying, you may train him if you wish in what you consider to be an ideal program, but if he cannot come to our college and teach in an academic department, he is not going to be effective.

These were people who love personnel, by the way. These are not our enemies. They want us to have more status so I think your comment is very relevant.

PRESIDENT GUTHRIE: Are there any other comments?

Questions? Are you ready for the question?

... The question was called ...

PRESIDENT GUTHRIE: All those in favor of accepting the report say, "aye." Opposed, same sign. It is accepted.

I think Mark forgot to attribute his success with his weight reduction to metrecal. I am sure that you know the developer of metrecal has just received a "no belly" prize. (Laughter) And I am indebted to another Dean for reminding me that a Mexican worker who had been away from his sweetheart for a number of months on a work project arrived back to find that she had reduced from her former size to a slim self, and he now calls her "Metrecali Rose." (Laughter)

We will of course pass on to another report, which is from Father Victor Yanitelli, the Commission VII report on Religious Activities. Father Yanitelli.

FATHER VICTOR YANITELLI (Commission VII, Religious Activities): I feel very humble coming up here now after that tremendous report from Mark Smith, and it is quite fitting too because I think it indicates the spirit with which this Commission approached the problem of religious activities. In fact, the more we got into it, the more humble we became, and an index of that spirit can well be seen from the story that is told of the priest, the minister and the rabbi who all went to heaven.

As they came, each one after the other, knocking on the golden gates, St. Peter had a very abstracted air about him and could not give them very much attention. As a matter of fact, the priest who showed up there was kind of upset about it, because St. Peter relegated him to a bench over on the side. He let him in, sort of, you know. He figured he had made it, and the priest felt pretty good about having gotten in, but a little disgruntled at the kind of cavalier treatment that was being given him.

When the same thing happened to his colleagues, the minister and the rabbi, they got together, naturally, and said, "What's up?" The angels were tootling up and down the golden stairs, shining things like crazy. The trumpeting cherubs were practicing their tunes on the trumpets, and everything seemed to be a hurly burly preparation for some kind of galla event.

Finally there came a tremendous smashing, not really rapping, but kicking and smashing at the door, and St. Peter swings the door open, and you see this man with a three day beard on his face, a cap kind of slung over the side of his left eye, wearing a turtle neck sweater, and a

jacket that had not been pressed since the French and Indian Wars. St. Peter throws his arms around this character, embraces him and says, "Welcome, we've been waiting for you. Thank God you're here. Come on, straight up the golden stairs to the Divine Presence."

Naturally, this quite bothered the clergymen who figured they would at least let a professional in on this kind of thing. (Laughter) They put their heads together and finally asked "What's up?" The angels tootled, and everybody got into procession, singing "Hallelujah!" Finally after a couple of hours, St. Peter comes back. He's grinning and is very happy, and one of the men says to him, "Now, look, what gives? How come this character gets the royal treatment, and we are being kept here? Who was that fellow?"

St. Peter says, "Oh that was a New York taxicab driver, and he scared the hell out of more people than the three of you put together." (Laughter)

So in that spirit, Commission VII approaches religious activities. (Laughter)

After a year's sporadic efforts to get to the heart of the problems involved in Religious Activities on campus, Commission VII proposes for 1961-1962 to vary somewhat its whole approach to the religious question.

Basically, the Commission feels that relationships of NASPA with ACURA, the Association of Coordinators of University Religious Activities, should be deepened and broadened. The Commission sees in this relationship both the opportunity for an intelligent approach to the pluralism inherent in American democratic life, and also the development of sources of information and analyses of the changing patterns of religious expression now taking place on campus.

(In parentheses, I would urge all interested to join Dr. DeWitt Baldwin and the Commission members at luncheon tomorrow in a discussion on these challenging topics, tomorrow at the Luncheon Seminar. Dr. Baldwin, from Michigan, knows his way around these problems, and he will sit and discuss just this question of the changing patterns.)

Finally, to expedite the work of the Commission, it is recommended that a certain flexibility be employed in arranging year-round meetings to assure the kind of solid progress that cannot quite be achieved by correspondence. That is all. (Applause)

PRESIDENT GUTHRIE: Thank you, Father Vic. What is your pleasure with the Commission report?

DEAN JAMES S. PEACE (City College, N.Y.): I move its acceptance.

PRESIDENT GUTHRIE: It has been moved. Is there a second?

DEAN SHIRLEY: Second the motion.

PRESIDENT GUTHRIE: You are a very great help to us, thank you. (Laughter) Any questions or comments? [The question was called] The question has been called. All those in favor of receiving the report say, "aye." Opposed, same sign. It is accepted.

There are three announcements before we adjourn. The first comes from Carl Knox, Secretary-Treasurer.

... Announcements ...

SECRETARY-TREASURER KNOX: There are between 250 and 260 participants now registered. This does not count the wives or youngsters. Rosters of those in attendance will be available tomorrow morning between ten and twelve at the registration desk.

I would just like to mention, do not forget the check cashing service at the registration desk.

Our Placement Committee is in full swing. Dick, and I may be taking your thunder, but they are operating on the Sun Deck adjacent to the Ballroom, throughout the day and tomorrow.

PRESIDENT GUTHRIE: Thanks, Carl. Are there Conference announcements? Is Juan Reid close by?

DEAN REID: No announcements.

PRESIDENT GUTHRIE: All right. Glen Nygreen is out carrying on Conference business. May I remind you that the 3:15 business session this afternoon continues with committee and commission reports. The reporting groups are on topics of Fraternity Relations, Membership, Professional Relationships, and Development and Training of Student Personnel Administrators. I think this will interest most of you. The next Business Session at 3:15 this afternoon.

At this time we are adjourned to the twelve noon luncheon.

... The Conference recessed at eleven forty-five o'clock ...

CONFERENCE LUNCHEON

Monday, April 3, 1961

The Conference Luncheon session convened at twelve-fifteen o'clock, Secretary-Treasurer Carl W. Knox, Dean of Men, University of Illinois, presiding.

CHAIRMAN KNOX: Gentlemen, may we have your attention, please. In order to maintain our schedule, could we ask everyone to remain seated, and Dean Delbert J. Sampson, Dean of Men and Director of Counseling and Guidance -- I reversed that title from the Conference program after hearing President Benezet last evening -- Dean Sampson is from Nebraska Wesleyan. He will give the invocation.

DEAN DELBERT J. SAMPSON (Director of Counseling and Guidance and Dean of Men, Nebraska Wesleyan University): Let us pray.

Almighty God, whose gracious spirit brought order out of chaos and quickened dust to forms of living beauty, we acknowledge our need of Thee.

We praise Thee that Thou has endowed man with potential power of mind and skill of hand which may enable him to turn the wheels of industry, to unlock the doors to truth and to extend the horizons of his world to the end of a fuller life for all -- liberated from fears and suspicions -- imposed by ignorance and distrust.

Enlarge our sense of stewardship in personnel work. Deepen our appreciation for the dignity and importance of each individual. Give us insight and patience to enable each person we work with to catch a vision of his unique possibilities and attain a realistic self-concept.

Help us in this convention to find those issues of life which most fully and deeply affect the lives of the students with whom we work. Help us to deal with these issues earnestly and constructively. Keep us from mere torrents of words and from superficial and half-hearted discussions. Give us the help which will make our minds clear and penetrating, our sympathies broad and sincere, and our purposes lofty and practical.

We thank Thee for the miracle of transformation whereby the food we are about to eat may become energy for thought and action. May our gratitude be expressed in noble thoughts and vengevolent deeds. Amen.

... Luncheon was served ...

CHAIRMAN KNOX: Gentlemen, NASPA Participants: Would those of you unfinished, go ahead and finish your

desserts. I do have some introductions to make. There was no one here to introduce me, so just let me say that I was born in New Hampshire, educated in Illinois, spent four years in the Navy, and now I am a Dean of Men. (Laughter) If when I die I go to hell, I'm sure I won't mind, because the change has been so gradual. (Laughter and applause)

First, you should meet Dr. Marvin Knudson, President of Pueblo Junior College. This College has just been defined by legislative action as no longer being Junior. It will become a four year college in the future. President Knudson has recently been elected as Chairman of the Commission on Colleges and Universities of the North Central Association of Colleges and Secondary Schools. He is also a member of the Executive Committee of the National Commission on Accreditation. He is also a good friend of Juan Reid's. President Knudson. (Applause) We are happy to have you with us.

Now out here on the floor some place are four people I would like to introduce, ask to stand and be recognized. First, Dr. James M. Davis, President of the National Association of Foreign Students Adviser, and Director of the International Center at the University of Michigan, Ann Arbor, Michigan. (Applause)

Now I would like to ask Ralph Daniel, Executive Secretary of Phi Kappa Psi, and Vice President of the College Fraternity Secretaries Association, to stand. Ralph, are you with us?

DEAN NYGREEN: He stepped out.

CHAIRMAN KNOX: Last, from the floor, would Dick Rettig, President of the U. S. Students Association, please stand? (Applause)

On this next bit, last night a new experiment was initiated. I am not suggesting we repeat that, but may I introduce our respective Commission and Committee Chairmen and ask them to stand as they are introduced, and remain standing until they have all been presented, and then you applaud, if you feel like it. (Laughter) Now, these men are all volunteer help, so please treat them kindly. (Laughter) You are now actually seeing the backbone of this Association, and which and of the skeletal structure they occupy, I leave to your discretion. (Laughter)

... Introduction of Committee and Commission Chairmen (Applause) ...

CHAIRMAN KNOX: At the last meeting of this Association, held at the Broadmoor, I heard Dean Ellis, who is now President Ellis of Missouri, refer to NASPA as a "dear national association for chipping away at the functions of

academic deans. (Laughter) Now, whether there is any application to our remarks of our speaker today, I do not know, but by trying to avoid any play on words of Huit to Stuit, I shall go ahead and do it. (Laughter)

Dean Marion Huit, Dean of Students at the State University of Iowa, a Phi Beta Kappa, an ODK at Ohio Wesleyan, plus ex-FBI service, will introduce our speaker.

DEAN MARION L. HUIT (State University of Iowa): Thank you, Carl. I think it was Plato who said that the unexamined life is not worth living, and I think this could be paraphrased to say that the unexamined institution, unexamined student personnel program, is not worth having.

I think this has been, if I know my colleague very well, a key precept which he has steadfastly held as he has worked in exploring the areas of student personnel measurement and institutional evaluation.

Dean Stuit, it seems to me, is well qualified to speak to you this afternoon on two counts, and both of these are implied in the title of his address, which is "Institutional Accreditation and Student Personnel Work."

A native Illinoisan, he received his undergraduate and graduate degrees at the University of Illinois, his Ph.D. there being in the area of educational psychology.

After leaving Illinois he spent four years at Carleton College and at the University of Nebraska, divided equally two years at each, and then came to the Athens of the Midwest. (Laughter)

During the war Dean Stuit served with the Navy and was associated very directly with the Navy testing program, and has had an interest in that program since leaving the Navy as a Lt.-Commander in 1946.

He returned to Iowa in 1946, was made a full professor of psychology, and a year later was appointed as Dean of Student Personnel Services at the University of Iowa. He has been in this position since that time.

His activity in the areas of evaluation is numerous. In 1955 he was called upon by the educational testing service to survey college evaluation methods and needs, and made a report upon his findings to the Carnegie Foundation. In 1959 he was one of a selected group of conference participants at a meeting on accrediting of colleges and universities in the coming decade, and was the editor of the report publishing the findings of this conference.

He has served in many capacities for the American College on Education, and is currently the Chairman of the

Research Advisory Committee of the Cooperative Research program of the American College on Education for the U. S. Office of Education.

There has been considerable confusion I know about nomenclature at this meeting, and this is noon, it is going to be Huey Huit introducing Dewey Stuit, if I can confuse you further.

I think the greatest tribute I can pay to Dr. Stuit is that I wish for you the kind of academic dean on your campuses, who has the abiding interest in the students and the abiding interest in the personnel program, on your campuses, which exists on mine.

It is a very real pleasure to present to you a gentleman and a scholar, a friend and colleague, Dean Dewey B. Stuit, Professor of Education, and Dean of the College of Liberal Arts, at the University of Iowa. Dewey. (Applause)

DR. DEWEY B. STUIT (Dean, College of Liberal Arts, State University of Iowa; "Institutional Accreditation and Student Personnel Work"): Dean Huit, Officers and Members of the Association, and Friends: First may I say thank you for the generous words, "Huey." I can say from my side of the desk that it is a great pleasure and a privilege to have a person in the office of the Dean of Students who understands the academic side of the University, as does Dean Huit. He serves on our adjustment committee, and on various other committees which we all know constitute an integral and essential part of a large university.

I feel at home with this group because, as Dean Huit has already indicated, my field of professional interest actually is counseling, guidance and personnel psychology. My first contact with the area which you represent, and to which I feel I belong, was with the University of Illinois' Office of Dean of Men, when Dean Clark was still the presiding officer, and Fred Turner was a young man coming up in the ranks.

After leaving Illinois it was my privilege to be, for two years, at Carleton College, and as I left for that assignment, several of the faculty members spoke to me and said, "Now you be sure and contact Dr. Edmund Williamson at the University of Minnesota, when you arrive at Carleton, because your fields of interest are very similar, and we feel sure you will enjoy knowing him." I can certainly say that over these years it has been a great pleasure and a privilege to have been associated, in the same state association at least, with Ed Williamson, and to observe a high quality program such as Minnesota had at that time, and as it has had ever since. It has certainly been a source of inspiration and of guidance through the years.

The topic on which I am to speak today is to some extent a new one for me, although as Dean Huit has indicated, I have been interested in measurement -- perhaps measurement of individuals for a much longer time, but the measurement of institutions to some extent falls in the same general category of interest.

So a few years ago when two or three of us were asked to evaluate the present status of research on college evaluation, this led inevitably to some consideration of the problem of accreditation. So I proceed then with the subject of accreditation.

ACCREDITATION AND STUDENT PERSONNEL SERVICES

The role of accreditation in American higher education, long a subject of discussion, has received increased attention in recent years, particularly since the establishment of the National Commission on Accrediting in 1949. Some recent writers on the subject, notably Blauch and Selden, have called attention to the fact that accreditation is a peculiarly American phenomenon and that it is an outgrowth of our particular governmental and social system.

Since accreditation plays a unique and important role in American higher education, it is appropriate that all professional groups interested in colleges and universities should examine the nature of accreditation, its contributions to quality in education and its problems. Furthermore, it is important that each professional group be especially concerned with those aspects of accreditation which have particular relevance to that part of division of higher education in which the group has its most direct and immediate interest. The present paper aims to present a brief analysis of the nature of accreditation and its problems, with particular reference to student personnel services.

A logical first question is: What is accreditation? What does it mean for an institution or a program of study to be accredited? Hill and Pattilo, among others, have emphasized that the term accrediting is used with a variety of meanings. In the minds of some people, to be accredited is synonymous with superior performance; to many it may mean that credits are accepted by similar types of institutions; to others it means that certain minimal criteria have been met and as a result the name of a school or program is included on the lists of recognized institutions. In view of these differences in the interpretation of accreditation, what, precisely, does it mean for an institution to be accredited?

A complete answer to this question would require a detailed listing of the criteria employed by all agencies

now engaged in accrediting. A casual examination of the membership list of an accrediting agency is not likely to reveal the nature of the criteria used by the agency. If, for example, one studies the list of institutions holding membership in the Middle States Association of Colleges and Secondary Schools (and may I emphasize, this is only an illustration), one is impressed with the wide range of institutions included. Numbered among the accredited institutions are colleges and universities, conservatories of music, teachers colleges, schools of music, theological seminaries, technical colleges and junior colleges -- all appearing as a single alphabetical list with no differentiation noted. Some of these institutions are hardly known beyond their own immediate geographic regions, whereas others have a national or even a world-wide reputation. On the surface, at least, it does not seem that all of these colleges and universities and other institutions meet the same standards of excellence as measured by the quality of their students, the preparation and scholarly productivity of the faculty, or the adequacy of the library and other educational facilities which exist on the campus.

Quite obviously, there is no one answer to the question: What does it mean to be accredited? One must know the nature of the particular accrediting group and how that group perceives its role if one is to give an adequate answer to this question.

The one common denominator which cuts across all accrediting groups is that they seek to determine whether individual institutions or programs meet minimum standards of acceptable performance as defined by that group. If the institution or program is judged to meet the standards, it is accredited; if the judgment is negative, the institution is denied accreditation. In other words, evaluation is of the all-or-none type; there are as a rule no grades of accreditation, at least not in the published lists of accredited institutions.

In summary, membership in, or recognition by, an accrediting group means that an institution or program has been judged acceptable by that group, but whether it is below average, average, very good or superior in performance is not revealed by the mere fact of its accreditation.

Functions Served by Accreditation

The mere fact that accreditation has developed rapidly during the past fifty years, despite a fair measure of criticism or even of active opposition, is evidence that some important needs are being served by it. What is the nature of these needs?

Service to the Public. First, there is the need for protection on the part of the general public. Since we

have no federal agency engaged in the process of evaluating institutions and programs of study, the needs of students and parents must be met whereby they will have assurance that a diploma from a particular college or university will mean something once it has been acquired. Membership in an accredited group gives at least a minimum of assurance that an acceptable program of instruction is offered by the institution in question.

The role of protector of the public is emphasized especially in the case of the professional accrediting agency. Reference is frequently made to the great improvement in medical education which occurred following the issuance of the Flexner report in 1910. Although this was not a report of an accrediting group, it was a stimulating force to accreditation in medicine, and in turn to other professional fields such as dentistry, law and pharmacy. The evidence seems fairly clear that without the threat of corrective action by some agency, voluntary or governmental, the public would likely be victimized by shoddy and inadequate schools to a far greater extent than it is today, particularly in the professional fields.

Protection of institutions. A second function, somewhat related to the first, is that of protecting institutions or programs from unwelcome pressure by special interest groups, internal or external. In some instances it appears that the academic integrity of an institution has been preserved by the threatened loss of accredited status if a particular course of action was forced upon it. Cases have also been reported where increased financial support was brought about at least in part because improved financial status was a prerequisite for accreditation or a requirement for continued accreditation.

As pointed out by Pattillo the "protection" afforded by accreditation has both positive and negative features. Some administrators have been known to resist long-needed changes by simply declaring that the adoption of the proposed changes would jeopardize the accredited standing of an institution. Ideally one might wish that accreditation would not have to be used as a means of protecting institutions but in the world of practical affairs accrediting does serve this function at least to some degree.

Facilitation of transfer of credit. A third function served by accreditation is that of facilitating the transfer of credit from one institution to another. We have in this country almost 2000 institutions of higher education, many of them junior colleges. Degree candidates who first enroll in junior colleges must transfer to four-year institutions for the completion of their degree programs. In addition, it happens rather frequently -- I am sure this has been your experience -- that students' plans undergo such a degree of modification that a change in the college or

university attended is necessitated. Although it would be possible for each institution to develop examinations for the purpose of evaluating credit transferred from other institutions, this would require a great deal of work and considerable expense. Literally thousands of courses are being offered by our colleges and universities. If tests were to be built by each institution for the purposes of evaluating transfer credits, the examining task would reach monumental proportions.

A far more practical solution is to have some overall assurance that the institution in question is capable of offering courses on the collegiate level and that this general evaluation of the institution as a whole applies to its individual courses. Even though institutions may differ considerably in their acceptance of credit, the fact that the credit presented by a particular transfer student was earned in an accredited institution makes considerable difference in the evaluation of those credits. Perhaps American institutions of higher education place entirely too much emphasis on grades and credits (I sometimes think we do), but as long as that system continues, accreditation will play a facilitating role in the transfer process.

Assistance in self-improvement. A fourth function, and one which is receiving increased attention, is that of assistance to institutions and programs in self-improvement. As a preliminary step in the process of accreditation, or re-accreditation, the institution is required to make an extensive self-study. Typically, this self-study calls for extensive data regarding students, faculty members, equipment and facilities, including library resources, and the like.

Numerous institutions report that as a result of the requirement for these self-studies they have been stimulated to review their current programs, to institute extensive studies of present operations and to plan carefully the goals which should be sought in the future. One could argue that the initiative for the making of self-studies should reside within any institution which is properly organized and properly motivated to do quality work. Ideally this is so, and there is clear evidence that the best institutions are continuously asking themselves searching questions regarding the quality of their programs. However, one must remember that there are a great many colleges and universities in this country, not all of top quality. Without much imagination one can appreciate that some outside nudges are necessary in order to insure a reasonable degree of quality in this wide variety of institutions.

Under our American system of higher education it seems especially appropriate that accrediting agencies should seek to stimulate institutions to be concerned about the quality of work they are doing and to encourage them to take steps toward self-improvement.

Problems of Accreditation

Even though it may be granted that on balance accreditation has served an important and useful function in American higher education, it is quite generally agreed that accreditation is beset by many problems. Some of these problems are of a fundamental, philosophical type and others are in the realm of technique and procedure. If accreditation is to play a constructive role in higher education in the years ahead, it must face these problems squarely and seek to find solutions for them.

Quality with diversity. One of the more perplexing philosophical problems is that of insuring quality of performance while at the same time permitting, or even encouraging, diversity among institutions of higher education. Many commentators on the subject have extolled the freedom, and consequently the diversity of emphasis, enjoyed by American colleges and universities. Many have declared that these qualities of freedom and diversity are the hallmarks of our educational system. There seems little doubt that this diversity has resulted in a program of higher education which serves a very heterogeneous student body and promotes the national welfare in many important ways.

But after one has listed the benefits which accrue from freedom and diversity in education one must also face up to the hard fact that there is much unevenness in the quality of the educational job being done by our colleges and universities. At a time of national crisis, when the demand for quality is so pressing, one may well ask whether a nation can afford the luxury of the degree of freedom and diversity we now have in higher education in America. Can a uniformly high quality of education be achieved in a system such as ours? In the past, accreditation may have brought about the discontinuance of some very weak institutions but it has also tolerated a very wide range of performance within the accredited group.

As one step in accommodating itself to freedom and diversity, and in order to escape the criticism of being a repressive influence in higher education, accreditation, especially in the case of the regional agencies, has permitted and encouraged institutions to set their own objectives and then to accredit in the light of these objectives. How far is it possible for society to go in the direction of permitting institutions to choose their own objectives? When do the very nature of the objectives begin to affect quality?

For example, to cite an extreme situation, should an institution which aimed to provide a liberal education for students in the I.Q. range 85 to 100 be accredited as a collegiate institution, assuming that it admitted students holding high school diplomas? Admittedly, this is an extreme

example -- or is it? -- but there are all degrees of freedom in choosing one's objectives. Where is the line to be drawn? How far can one go in assessing objectives without restricting the institution's freedom of action in choosing its objectives? Assuming we should evaluate objectives, how to do it continues to be one of the most challenging, and at the same time, perplexing problems facing accreditation in higher education.

Dimensions of quality. A second major problem in accreditation is that of deciding on the dimensions or facets of quality which are to be evaluated in the accreditation process. In making this decision one can take a rather superficial and short term view, or one can view the problem in terms of fundamental long-range results.

One gains the impression that in the past, many accrediting agencies, especially in their early years, have tended to evaluate certain tangible, and what we now consider to be superficial, dimensions of quality. This led to the arbitrary use of faculty-student ratios, number of Ph.D.'s on the faculty, amount of money in the endowment fund and number of books in the library as acceptable indices of educational performance. It is quite understandable that this approach to the measurement of quality should in time have been subject to severe criticism. In particular, this practice led to denunciation of the quantitative emphasis in accrediting and to recommendations that only qualitative evaluations should be employed.

In passing it should be pointed out that it would be more accurate to say that the use of quantitative data of a trivial nature is to be deplored. However, it hardly seems likely, for example, that high scores in an achievement test earned by students in a particular college would be regarded as being unacceptable for use in considering the worthiness of the college for accreditation -- despite the fact that the data are quantitative in nature.

From a theoretical point of view it would seem that the only valid basis for judging the quality of an institution should be the quality of its products -- students, research and service. Instead of asking about the number of books in the library or number of Ph.D.'s on the faculty, one should ask questions such as the following:

What changes occur in students during their period of study on the campus? What levels of proficiency have they achieved in their chosen fields? How do they perform in the jobs they hold following graduation? What contributions do they make to their respective fields of endeavor? What is the quality of research done by the faculty of the institution? What significant contributions have the members of the faculty made to their respective disciplines? What have the faculty members done for the advancement of

their particular professional groups? To what extent has an institution's constituency -- state, region, denomination, nation -- benefited from its service? What tangible evidence is there that the services rendered by the institution have brought about desirable changes in the "community"? If prompt and objective answers could be provided for these questions, and assuming one could adjust for differences among institutions in the quality of student input, one would have "ideal" data for judging the quality of an institution and determining its eligibility for accreditation.

Unfortunately, it is far from a simple matter to measure the changes brought about in a student as a result of being exposed to the educational environment of a particular institution or program of study. Neither is it easy to assess the quality of the research output of an institution or the actual effects of its service program. The measurement problems involved in the assessment of changes in student behavior are indeed formidable; likewise, the number of uncontrolled factors which influence success following graduation make the assessment of the performance of alumni a very complicated task.

When confronted with difficult problems in direct measurement, one frequently finds it profitable to look for correlated factors which are somewhat more amenable to assessment. Authorities who have worked in the field of institutional evaluation believe, and the results of certain studies indicate, that among the most significant factors which are related to the quality of an institution are the following:

- (a) The clarity with which objectives are stated.
- (b) Adequacy of the curriculum.
- (c) Training, experience and scholarly productivity of the faculty.
- (d) Effectiveness of teaching.
- (e) Quality of students.
- (f) Quality and "coverage" of student personnel services.
- (g) Amount and quality of institutional research, that is, research concerned with the institution's own operations, including in the field of student personnel work.
- (h) Quality of the library and related facilities such as the science laboratories.

Were it not for the difficulty of the measurement

problems involved, many would add a ninth dimension, namely, the tone or atmosphere which prevails on the campus. As shown by Thistlethwaite, the atmosphere which prevails on the campus does appear to influence the quality of an institution's educational performance as measured by Ph.D. productivity. When present techniques of measurement designed to measure tone or atmosphere are perfected, it would seem that this dimension should be included in the total list of factors associated with the quality of an institution.

Although it would be difficult to obtain perfect agreement on the factors which should be included in a list of dimensions of institutional quality, those presented in the preceding paragraph would command a considerable measure of support. But the problem is not solved with the preparation of such a list! Measurement problems of challenging proportions still remain. Since the nature of these problems and the need for research on them are discussed elsewhere, they will not be considered in this paper -- except to emphasize that these problems exist and that they should not be avoided by anyone concerned with accreditation of institutions or programs of study.

The judgmental process. A third major problem in accreditation is concerned with the judgmental process, that is, deciding whether an institution does, or does not, meet the criteria established by the accrediting agency.

One of the key instruments in the accreditation process is the visiting team. It is the task of the team to obtain data, usually by the interview method, to check on the accuracy of data previously obtained from records or questionnaires, and to make observations of the educational and personnel program. The members of the team then prepare a report which is submitted to a board or commission for the final decision. This, at least, is the usual process.

Whether an institution is to be accredited depends, therefore, upon the adequacy of the data supplied to the board or commission and the capability of the members of the board to serve in the capacity of judges. Ideally the members of such a board should be supplied with adequate "norms of performance" so they can relate the institution in question to others of its type or class. In addition they should be experienced in the judgment process, needless to say, be free from bias and prejudice, and capable of rendering a strictly objective judgment. Unfortunately we have few data at hand concerning this vital step in the whole business of accreditation. Consequently, the judgmental process is one of the most important problems which must be faced by those engaged in accrediting.

ACCREDITING STUDENT PERSONNEL SERVICES

In the volume, "Student Personnel Service", which is Part V of The Evaluation of Higher Institutions, Gardner

states that when the initial plans for studying the process of accreditation were under consideration, the Committee in charge came to the conclusion that there is an important area of institutional activity involving work with students and student groups which could not be included under the usual headings of faculty, curriculum, instruction and administration. This general area of activity was then, and is now, referred to as student personnel services. It was felt in the early 1930's that this general area of activity might well be associated with the quality of a college or university, and in the study which followed, this indeed was found to be the case. We in 1961, would, of course, consider it unthinkable to evaluate a college or university without including an assessment of what is done in the area of student personnel work.

The study reported by Gardner is in a very real sense a pioneer study for it represented a major attempt to identify the significant aspects of a student personnel program and then to evaluate the quality of the individual offices or services.

The divisions which were included in Gardner's report are as follows: (a) admission of students, (b) orientation of students, (c) student records, (d) counseling, (e) extra-curricular activities, (f) student financial aid, (g) health service, (h) housing of students, (i) placement and (j) student discipline. Gardner's report is concerned primarily with the development of a rating system for the evaluation of each of these services and correlating these ratings with indices of general institutional excellence. As one would expect, the correlation between ratings of the individual personnel services and general institutional excellence were substantial.

Although ten divisions of student personnel service are listed in Gardner's report, it would not seem that each of the services should carry the same weight in evaluating the total program. This was recognized by Gardner and the others associated with him in the study by giving the largest weight to counseling and the next largest to admission of students. It would seem that in 1961, as in 1936, the admission of students and counseling are most directly related to the educational quality of an institution and hence deserve the principal consideration in accreditation.

But regardless of the weight given to each student personnel service, how should the task of evaluation be carried out? How should one determine the quality of the job being done in the field of student personnel services? What are the criteria and the techniques which should be employed?

First, it should be clear that evaluation must proceed from certain assumptions.

As stated earlier in this paper, the chief of these assumptions, at least in my judgment, is that we should judge an institution, or any aspect of it, by measuring the quality of its products. This means that any personnel system which produces good results should be given a favorable rating. A personnel program which contributes significantly to the educational objectives of the institution should be given a high rating regardless of how unorthodox its administrative organization or its facilities may be. The only thing that really counts is whether or not the personnel program produces results.

Even though it be granted that an institution or program should be judged by the quality of its products it must be recognized that the measurement of educational products is far from simple. At least three difficult problems come to mind: first, deciding on the indices of quality, e.g. adjustment of students; and I suppose one general criterion which one might list would be the adjustment of students. Second, selecting the techniques of measurement to be employed. Third, providing the normative or interpretative data for the obtained measurements. Each of these problems is deserving of careful study.

How does one determine whether a personnel program is contributing to the educational excellence of an institution? Needless to say, it is extremely difficult to determine just which phases of an institution's program are responsible for the educational changes which are produced in students. The classroom, dormitory, student union, extra-curricular program and the atmosphere or climate of work prevailing on the campus combine to make the total educational impact on the student. The problem becomes one of identifying those educational "results" which are to a considerable degree affected by the quality of the student personnel services.

One fairly logical criterion for judging (in part of course) the quality of student personnel services is the college's drop-out rate. If students discontinue their education, they do it for some reason. A high drop-out rate should first of all raise questions about the admissions policy of the institution. After examining the admissions policy one would logically proceed next to the advisory and counseling program, living arrangements, financial aid and the instructional program of the college -- the latter of course not being a part of the program of student personnel services. In any case, a very high drop-out rate should be cause for concern; possibly a very low rate should also be cause for concern, especially if the institution does not have a highly selective admissions policy.

A second criterion for evaluating student personnel services is that of student performance. This is a very broad criterion, I will admit, but certain aspects of student

performance are affected rather directly by the quality of the institution's personnel services. Some which come to mind are: (1) number of courses dropped, or changes in original registration, (2) number of changes in major fields, (3) number of students on probation and length of time spent on probation, (4) percentage of students making normal progress toward a degree. No one of these indices is exclusively the product of the college's personnel program. All one can say is that it is very likely that student performance is to some degree affected by the quality of student personnel services.

A third index is that of student morale. If students are enthusiastic about their college, if they feel that the appropriate things are being done for them, if they would recommend that high school graduates attend this college, then one can be fairly sure that the student personnel program is in reasonably good order.

On the other hand excessive complaints about housing, the advisory system, administration, courses and extra-curricular activities should be causes for concern. Again no one of these criteria can be used exclusively in assessing the personnel program; each of them in its own way, however, is to some extent a measure to the quality of student personnel work being done on the campus.

A fourth criterion for judging the quality of a student personnel program is the degree of satisfaction expressed by the faculty and top administrative officials. While students may be thought of as the chief "consumers" of student personnel services, faculty members and administrative officials are vitally concerned with the services provided through the institution's student personnel program.

One can hardly imagine a situation in which a personnel program could prosper unless the faculty and administration thought well of it. To be sure, a personnel program should not be judged exclusively by what the faculty and administrative officers say about it. Indeed, one probably finds too many situations in which the faculty and administration are well-satisfied, when as a matter of fact they should be deeply concerned about the problems in this area. Faculty and administrative officer satisfaction (dissatisfaction) with the student personnel program, therefore, represents an important facet of a total program of evaluation; it is however, not the sole criterion for evaluation.

At this point, may I say that I have been listing only general criteria which apply to this problem of evaluating student personnel services. I think each individual agency, especially such offices as the student counseling office, should be evaluating their work by conducting institutional self-studies, and as you know a great many of

these have appeared, or reports of them have appeared in the literature, and certainly they would contribute to the over-all evaluation of the student personnel program.

The fourth criteria described in the preceding paragraphs represent efforts to measure the products of a student personnel program -- at least they deal with "effects" which make a difference on the campus. In addition to these efforts at the assessment of the outcomes of a personnel program there is one indirect form of assessment worthy of special mention, namely, rating the quality of the professional persons staffing the various personnel offices.

The problem here is akin to that of judging the quality of a faculty. In general it is found that the high quality colleges and universities of this country have superior faculties as measured by educational background, experience, research productivity, attendance at professional meetings and similar evidence of high professional competence. One can be reasonably sure that if a student personnel program is staffed with a superior group of persons, the total program of services and research will also be superior -- just as a first-rate faculty more than anything else makes for a first-rate college or university. Assessing the quality of the student personnel staff is, therefore, an essential and integral part of a total evaluation program.

Once the criteria or dimensions of measurement have been agreed upon, what devices or techniques must be used to make the actual measurements? Very briefly, the chief techniques in the area of assessing the student personnel program would seem to be check lists, questionnaires, interviews, and ratings, some of the latter being based upon the inspection of records. Check lists, questionnaires, and to some extent interviews, should be used in obtaining the major portion of the basic data. Rating devices come into the picture primarily as a means of assigning letters or numbers which indicate various degrees of quality. In general, it seems that in the past too much reliance has been placed on questionnaires and interviews. The important point is that objective data should be sought and careful instructions provided for evaluating these data once they have been collected.

The constituency of accrediting teams varies considerably from visit to visit, hence the room for human error should be reduced to the smallest figure possible. To be sure, the visiting team plays a vital role in accrediting, but it is very important that its particular strengths and also its weaknesses be fully recognized.

Once the several types of measurements have been obtained, there remains the very important problem of interpreting their meaning. If it has been found that the

drop-out rate at the end of the freshman year for a particular college is 30 percent, what does this mean? Is it high, average, or low? If 75 percent of the students in a college are found to change their major, what does this mean? One could go on and on, giving examples of this kind.

Obviously, what one needs are "norms of performance" so the measurements obtained at a particular institution can be properly interpreted. To state it another way, bench marks or guide lines are absolutely essential if one is to interpret satisfactorily the data obtained at individual institutions. One of the most significant contributions made by large-scale testing programs is that these programs provide the test user with norms of performance which enable him to interpret more accurately and usefully the scores made by individual students. Norms of performance, gathered by types of institutions (e.g. public and private, large and small) would serve precisely the same sort of function in the evaluation of institutions, or in areas such as student personnel work. One can scarcely think of another problem or phase of accreditation which is more important than is the gathering of appropriate sets of norms of performance.

In summary, student personnel services constitute a very important and vital aspect of any college or university. The quality of the institution as a whole is vitally affected by what is done, or not done, in the area of student personnel work.

It is important, therefore, that the best available techniques be used in evaluating the quality of student personnel work. As in the case of accreditation as a whole, it would seem that in so far as possible student personnel work should be judged by the results which it produces. This means that the type of administrative organization, the facilities and even the financial support for the program become items of concern only when the results are judged to be of unacceptable quality. If done properly, the evaluation of the college's student personnel program can contribute significantly to the proper evaluation of the institution as a whole and in arriving at the decision as to whether or not accredited status should be granted.

Thank you very much. [Prolonged applause]

CHAIRMAN KNOX: Dr. Stuit, on behalf of NASPA I would like to express sincere appreciation for your contribution to this conference, and for raising our sights and suggesting that all of us should be credits to the process of accreditation.

It is now my understanding that we are to pair off in bunches and proceed to the respective group discussions, which are numbered on your respective name tags.

If you do not know it, you have been branded, and you have a 1, 2, 3 or 4. It will help in the balance of these particular groups if you will try to attend the particular session indicated on your name tag.

Now, while I go and pick up the check, we are adjourned. Thank you very much. (Laughter)

... The conference recessed at two-five o'clock ...

SECOND BUSINESS SESSION

Monday, April 3, 1961

The Second Business Session convened at three-forty o'clock, President Guthrie presiding.

PRESIDENT GUTHRIE: I declare a quorum present, and we will proceed with the second business session. There are four reports to be heard. We will proceed in the same fashion as we carried on our business meeting this morning.

The first report will be made by Director Dick Hansford, University of Akron. This is the Committee on Fraternity Relations. Dick Hansford.

DIRECTOR RICHARD L. HANSFORD (University of Akron; Committee on Fraternity Relations): Thank you, Bill.

During the past year the Fraternity Relations Committee has given consideration to several suggested projects, the development of which would be of value to the member institutions of NASPA and to the College Fraternity. The committee has decided to develop two of these for which there appears to be considerable need at the present time.

The first project is the creation and implementation of a training program for undergraduate Inter-fraternity Council Advisers. The proposed program will consist of a one day seminar to be held immediately prior to, during, or immediately following, the annual meeting of NASPA. The program will provide for at least eight discussion topics and may include the following:

1. The historical development of the college fraternity.
2. The National Fraternity, its purpose, organization, and function.

3. The local fraternity chapter, its purpose, organization, and program.

4. The Undergraduate Inter-fraternity Council, its purpose, organization, and functions, and its continuing development.

5. The Alumni Inter-fraternity Council, its purpose, organization, and functions.

6. The relationship between the institution and each of the above mentioned organizations.

7. The role of the Inter-fraternity Council Adviser, in these several relationships.

8. The development of programs for improved scholarship, leadership development, and so forth, in fraternity chapters.

The seminar will be planned to bring together student personnel workers who have the primary responsibility for advising fraternity groups on their respective campuses. Resource people and discussion leaders will be drawn from student personnel administrators with wide experience as fraternity advisers and/or as leaders in their national fraternities. From such a program, principles and procedures will be identified and developed which will be of considerable value in aiding the participants to serve more effectively as fraternity advisers.

The second project will consist of two phases. The first phase will be to determine by questionnaire which degree granting institutions desire to have additional chapters of national fraternities, which institutions without chapters of national fraternities wish to establish a national fraternity system and which national fraternities wish to place additional chapters on college and university campuses.

The second phase of the project will be to develop procedures to be followed by colleges and national fraternities when seeking to establish new chapters.

The Executive Committee of NASPA and the National Interfraternity Conferences have approved this project. The N.I.C. has approved an appropriation to defray a considerable portion of the cost of the project and Don Mallett, a member of the Fraternity Relations Committee, and Chairman of the National Interfraternity Conference College and University Relationship Committee, has volunteered the facilities of his institution, Purdue University, in the preparation and mailing of the questionnaire.

Since the project involves both NASPA and the NIC a subcommittee with representatives from each organization

will be formed to develop the questionnaire. O. D. Roberts, Purdue University, will serve as Chairman of the subcommittee. The subcommittee will of course work closely with the two parent committees.

It is hoped that both projects will be completed during the next year.

While I am up here, I would like to make a request that each of you who received a questionnaire from Dick Trumpe of Purdue, please return it to him. It is a statistical questionnaire, and it needs almost 100 per cent return in order to have it be accurate. So he would appreciate it very much if each of you who have received this questionnaire would complete it and return it to him.

PRESIDENT GUTHRIE: It may be hard to find that questionnaire, but you can shuffle the questionnaires that you have received this year, which you have not returned, and give this priority attention. (Laughter)

You have heard the report that Dick Hansford brings. What is your pleasure?

DIRECTOR WILLIAM STIELSTRA (Purdue University): I move its acceptance.

DEAN ROBERT H. SHAFER (Indiana University): I second the motion.

PRESIDENT GUTHRIE: Moved and seconded. Is there any question? Comments? [The question was called] The question has been called. All in favor of accepting the report say, "aye." Opposed, the same sign. The report is accepted. Hansford has done very well, I may say, in several years of service on this working committee.

DEAN THEODORE W. ZILLMAN (University of Wisconsin): Is Dick Trumpe here so I could see who he is?

DEAN TRUMPE (Purdue University): Right here.

DEAN ZILLMAN: Thank you.

PRESIDENT GUTHRIE: He just happens to have a supply of extra questionnaires in his pocket. (Laughter)

DEAN TRUMPE: I have some in the brief case out in the car, if you need them.

PRESIDENT GUTHRIE: All right.

We will proceed to a report from the Membership Committee. This will be given by Dean Jim McLeod, Northwestern University. The Executive Committee has spent some

of its time in two different meetings in its own discussion of the functions of a membership committee, and it deliberated to some extent in choosing Jim McLeod as Chairman, because of the special kind of job that it appeared could be best done by someone like Jim. There are many thoroughly competent people in NASPA. This is one of the 287 thoroughly competent people who was chosen for this special job.

DEAN JAMES C. McLEOD (Committee on Membership):
Thank you, Mr. President. The Report of the Membership Committee.

The purpose of the committee: More broadly stated than in the previous statement in the program, is the charge to the committee which was given to the Executive Committee as follows: "The purpose of the Membership Committee shall be to serve as a liaison with the Secretary of NASPA as a direct means of evaluating those institutions seeking membership, and as a representative group from each geographical area which would seek to reactivate those colleges and universities which have allowed membership to lapse.

"The committee, as created by the outgoing Executive Committee, is expected to survey non-member institutions in their respective areas and where advisable encourage them to apply for membership through direct correspondence with the chief administrator, president or chancellor; were the decision to encourage membership from Canadian institutions, the committee could serve in this area as well."

Briefly, the committee will strive to achieve our goals through the following procedures:

1. Each member representing his geographic area shall survey the qualified institutions therein and recommend that they be invited to become members of NASPA. The Chairman shall then extend such an invitation to the principal administrator, president or chancellor, pending the confirmation from the secretary as to whether they were at any time previously a member, or have already applied on their own initiative.

2. Basically the modus operandi of the committee is a simple one, with a view to extending the scope of influence through an increased selective membership.

By vote of the committee, certain privileges shall be continued to individuals who at one time represented institutions in NASPA and have since retired or entered other fields of endeavor. On the payment of \$3.00 they will continue to receive the Breeze and stay on our mailing list as a courtesy. Parenthetically, Deans Emeritus or retired, shall receive this service gratis, as a courtesy. This would be to continue our present procedure.

No non-accredited institution will be extended an invitation nor be accepted for membership if application is made. Unanimous vote.

No Junior Colleges shall be admitted to membership. Unanimous vote of the committee.

Fraternity secretaries shall continue in the status of welcome guests.

We shall continue on the basis of institutional membership with the designated principal personnel administrator as institutional representative. Presently we have 16 added names as alternates who also receive all mailings.

The membership committee recommends unanimously that any institution wishing to have more than one institutional member representative, shall pay an additional \$10.00 over and above the present annual fee of \$25.00 for each additional institutional member representative.

All such members shall be listed on the roll of NASPA and receive copies of all communications of general mailing, including a copy of the Proceedings of the annual meeting, and such other publications as may come in the future, for example, a quarterly or similar publication.

This completes the report of the membership committee. Thank you.

PRESIDENT GUTHRIE: What is your pleasure in the matter?

DEAN LOUIS C. STAMATAKOS (University of Wisconsin): I move the adoption of the report.

DEAN WILLIAM V. BURGER (Colorado School of Mines): I second the motion.

PRESIDENT GUTHRIE: It has been moved and seconded. Any discussion, comments, question?

DEAN NYGREEN: President Bill, I would like to raise this question. Does the \$3.00 which enables a non-member to be on the mailing list, also entitle him, in the thinking of the committee, to a copy of the Proceedings if he fails to attend the annual conference?

PRESIDENT GUTHRIE: The Secretary-Treasurer tells me the answer is no. Will you tell us what our policy is, Carl, on the proceedings?

SECRETARY KNOX: This is a point that I hoped to bring out because questions have been raised about it. Anyone in attendance, paying a registration fee, is entitled to

a copy of the proceedings. All member institutions are sent copies of the proceedings, as well, and then we have member institutions that request extra copies for their library. Copies of the proceedings are available to individuals from member institutions for \$3.00. Non-member institutions, \$5.00. I am sure the membership committee did not really exhaustively cover this area, but this is the run-down on current policy, which I think they go along with.

DEAN McLEOD: We purposely omitted the proceedings from that, on the basis of \$3.00.

PRESIDENT GUTHRIE: Is it fair to say that there may be some adjustments in details on these policy questions, which the membership committee will refer to the executive committee and the Secretary-Treasurer for adjustment? But I think we cleared that particular question at this time. Are there other questions? Comments? [The question was called] Reacy for the question? All in favor of accepting the report please say, "aye." Opposed, the same sign. The report is accepted.

The next report is the report of Commission I, on Professional Relations. This will be made by Dean Jack Clevenger.

DEAN J. C. CLEVENGER (Commission I): Thank you, Bill. This is the report of Commission I, Professional Relations.

This report will consist of two separate sets of recommendations. The first part will deal with recommendations concerning activities of the Inter-Association Coordinating Committee. The second with recommendations concerning NASPA and its activities in the area of Professional Relationships not related to IACC.

NASPA has taken an active role of leadership in the establishment of the Inter-Association Coordinating Committee (currently consisting of representatives of NASPA, AACRAO, ACPA, and NAWDC). As I say, we have taken an active role of leadership in this group because of the belief that our various associations involved in college and university student personnel work can more effectively serve higher education by cooperating and coordinating in our common concerns -- to the extent possible within certain inherent limitations. Today there are sixteen educational associations that represent some phase of college student personnel work and two more (financial aids officers and student employment officers) are meeting and may formalize into associations. In addition there are twenty-three other organizations who have some degree of relationships to the general field of student personnel work.

Most of the members of NASPA have the responsibility at the individual campus level of coordinating many, or

most, of the services represented by the sixteen associations directly involved in some phase of college student personnel services. There appears to be general agreement with the thesis that these services need coordination at the individual institution. It would seem to follow then that coordination at the national organizational level would also be desirable for the same reasons that justify coordination of services on the campus. May I add that there would appear to be too much ego involvement to attempt to list these justifications before this organization.

It is for these reasons that Commission I strongly recommends to NASPA that it continue its membership in the Inter-Association Coordinating Committee, with the knowledge that our members on the committee will continue to provide leadership directed towards improving the productivity of the group. Your Commission I recognizes the shortcomings to date in the new organization as it struggles to establish itself on solid footing -- but would point out that such difficulties would appear to have been inevitable in any organization of this type. It may well be that considerable change and restructuring of the Coordinating Committee will take place as time goes on but your Commission I feels that NASPA should take a leading part in the committee, both today, and in whatever the coordinating program may become in the future.

As an aside to you, Bill, may I point out that it may well be that this group will evolve to a presidents' council, as you suggested to us this morning.

Your Commission I offers the following recommendations which we believe will improve the efficiency of the coordinating committee. May I add that we have now had two meetings of the Inter-Association Coordinating group since our meeting in Columbus last spring. We met in Philadelphia following our meeting in Columbus, and this same group met in Denver this past week, in connection with the APGA convention.

Recommendation 1. Appoint a steering committee for IACC (Inter-Association Coordinating Committee) to establish an agenda for meetings and to plan the ongoing basic programs of the group.

2. Arrange the meeting time of the Committee for some time other than during the APGA convention. Either just before, or just after the APGA convention might be appropriate. The confusion and hub-bub of several thousand APGA conventioners plus the involvement of ACPA officers in their own annual meeting at this time provides too much interference to an efficient and productive meeting.

3. We recommend that the president of each participating organization should be present at each meeting of the group if it is at all possible.

Out of the Inter-Association Coordinating Committee meeting in Denver this past week came certain recommendations which Commission I endorses for approval by NASPA, as follows:

1. The recommendation to invite the Association of College Unions and the Association of College and University Housing Officers to participate in IACC. These two associations were chosen for invitation to participate at this time because their programs touch hundreds of thousands of college students as a "student personnel" activity.

2. The recommendation to give further consideration to inviting the American College Health Association and the National Foreign Student Advisers Association to participate in IACC.

3. The recommendation that AACRAO accept responsibility for publishing in an early edition of its journal "College and University" the findings of the IACC subcommittee on "Relationships with research centers for Higher Education." May I point out that this subcommittee, headed by Dick Brown of Iowa and Don Robinson, is producing a most interesting report that all of you will find quite useful, I am sure. We also propose that further reports of this kind from IACC subcommittees be published by rotation in the journals of the other participating associations, a cross reference to this article would be carried in the other journals.

4. The recommendation that the Western Personnel Institute of Pasadena, California (an organization of 40 member colleges and universities) be authorized to attempt to raise from private sources the funds needed to organize and operate a national information service to serve all student personnel organizations. The report of the subcommittee on "Relations with Research Centers for Higher Education," for instance, could have been handled by this service.

I might point out to you that the PI group is financed primarily by gifts and donations from business people of southern California. This National Information Service will involve a cost of several thousand dollars, and if our Associations cannot finance this kind of a service, perhaps WPI can do it for us. They seem to have been pretty successful in the past as fund raisers.

5. The recommendation that a subcommittee of IACC be organized as an exploratory committee on the problem of "Student Organizations." This committee is directly related to our committee of similar title headed by Dean Ray Hawk.

6. The recommendation that the IACC subcommittee

on "Evaluation Procedures of Regional Accrediting Agencies with Reference to Student Services" be continued for at least one more year with the hope that the committee can complete its work in this time.

7. Finally, Commission I supports both Commission III and IACC in the recommendation that the Inter-Association sponsored seminar on "Professional Preparation and Education of Student Personnel Workers" be organized for presentation in the summer of 1962. Dean O. D. Roberts, Chairman of Commission III, is presenting a report on this activity.

And now may I move to recommendations concerning NASPA and Professional relationships as follows:

1. Commission I recommends that NASPA publish a "yearbook of student personnel and related organizations in colleges and universities." Deans Guthrie and Venderbush have prepared a sample edition which lists basic information on organizations as follows, and, Bill, this is the publication produced for us at Ohio State. [Showing the booklet] Most of the work has already been done. This lists organizations as follows:

I. General -	9 organizations
II. Related Student Services -	18 organizations
III. Organizations of Colleges and Universities -	8 organizations
IV. Organizations of College Students -	2 organizations
V. Organizations of Fraternities and Fraternity Members -	7 organizations
Total -	<u>44</u> organizations

It is estimated that the publication will run to 24 to 28 pages. Our printing estimate for multilith printing and cover calls for \$110 for the first 500 and \$75 for each additional 500 printed.

Commission I will further consider this problem at their meeting at seven this evening, but from our meeting last night we do want to recommend to you that we proceed with the publication of this yearbook.

Commission I has volunteered to assist in the publication of this yearbook. As presently organized, this publication will present briefly the following aspects of each organization: Origins, Purposes, Programs, Membership, Officers, and Publications.

The program for our 43rd Anniversary Conference lists four continuing committees organized to maintain liaison and exchange information with other associations and organizations. Obviously our present organizational pattern for professional relationships other than for these four

committees and our participation in IACC does not appear to be large enough in scope to meet our needs in this important area. It is for this reason that Commission I recommends certain reorganization of NASPA structure as follows:

1. Appoint individual liaison representatives to those associations and organizations directly related to the activities, programs, and concerns of NASPA. The executive committee should organize the list and make the appointments. It is important that effective and interested individuals be appointed to carry on this official liaisonship.

2. Upon recommendation by the liaison representative and concurrence of the Executive Committee, special committees should be appointed when needed to implement the activities involved in any special association relationship.

3. When a special committee involving relationships is appointed, the executive committee should be empowered to invite the association concerned to appoint its own special representatives to the NASPA committee providing a careful review of tactical problems indicates such participation would provide beneficial results.

4. The work of this liaison representative should come under the supervision of the vice president who works with committees. Each liaison representative should prepare an annual report relating special developments, new information, and opportunities for cooperative action from his liaison organization as related to the concerns of NASPA. The vice president then would collect, edit, and coordinate these reports in an overall report to NASPA members.

5. The liaison representatives should attend the annual meeting of liaison associations and travel expenses involved therein should be supported by NASPA when necessary.

This report is respectfully submitted by Commission I. The members of our commission are listed in your Conference program.

PRESIDENT GUTHRIE: I do not have to remind you that this is a very substantial report, that it covers both the Inter-Association Committee, and secondly a committee report for NASPA, and the connection between the two, I think, is quite obvious.

I think I should add that tomorrow morning, the President-Elect, Fred Weaver, will deal in part with some of these same questions of inter-relationships and the importance of coordination and connection with other national organizations, and I think he will deal also with some questions relating to committee structure, liaison committees.

I am saying in part that we have two opportunities

for discussion of some of the aspects of this report. One will be at the present time. Another will be after hearing Fred Weaver and some of his plans which he wants to propose to you for discussion and consideration also.

Now, I did not intend to make a speech about this, but I will add one thing. When you are making a motion and taking action to accept this report, may I remind you again that this is adopting the body of the report on both aspects, the report from Inter-Association Committee and the report from the NASPA committee. But the details of this, and the recommendations, the specific recommendations, are matters which have been studied in part by the executive committee already, and which in turn will now be referred to the executive committee for final action.

So in accepting the report it is a question of accepting in principle the things that are proposed here for further study when they are presented directly to the executive committee for action and implementation.

Am I correct in that, Carl? Is this our procedure?

SECRETARY KNOX: Yes.

PRESIDENT GUTHRIE: If this is not your understanding you may also speak to this point. I am simply saying that there is so much of this that would baffle me, if I had just walked into this meeting and heard it, that I wanted you to know that the executive committee has studied some of it and will get it again for study and detail before actions are taken.

DIRECTOR A. LINC. FISCH (University of Akron): I move its acceptance.

DEAN ANDERSON: I second the motion.

PRESIDENT GUTHRIE: Are there any questions? Comments? [The question was called] Are you ready for the question? All in favor of accepting the report say, "aye." Opposed, the same sign. It is carried. I will only accept your quick acceptance of this to mean that you see the implications of some of these recommendations, and that you may want to comment on some of this tomorrow in connection with Fred Weaver's presentation, and that you will also comment privately, or publicly in groups to some of these people who are immediately concerned with the questions. I am speaking particularly of executive committee members who will have to take these items one by one, study them carefully, before moves are made.

We will go not to the fourth report, which comes from Dean O. D. Roberts of Purdue, Commission III, "Development and Training of Student Personnel Administrators."

DEAN O. D. ROBERTS (Commission III): Thank you, President Bill.

The charge to this commission by your association is printed in the program on page 18, along with the membership of the Commission. As Chairman of Commission III, I report on a number of items being studied by this Commission during our meeting in Columbus, the actions that we had taken prior to that meeting.

As you may remember, our book lists have been completed and the shorter list, or "Deans' Bookshelf" was included in last year's proceedings. The larger book list was distributed on a limited basis last year and plans are under way for a more complete distribution of that list with additions and revisions being made.

The projected brochure "Student Personnel Work as a Career" is in approximate final form. Your executive committee has approved the necessary moneys to insure its completion and printing. Deans William Brown of Illinois Tech and James Allen of Texas Tech have worked diligently on this project, and I am pleased to report that it is nearing completion. I feel sure that we can expect publication during this coming year.

Sometime back the Inter-Association Committee appointed a subcommittee consisting of Dean Elva F. Brown, Stanford University as Chairman, representing NAWDC; William Price Ewens of Oklahoma University, representing ACPA; Robert F. Grose of Amhurst representing AACRAO; and myself representing NASPA. We were to study these same problems of recruitment, selection and training of personnel administrators which have been the concern of your Commission III.

Reports by this subcommittee were submitted at the 1959 and 1960 meetings of the IAC. In the 1960 report the committee proposed that a seminar, composed of student personnel people and others selected for their recognized professional competency and creative abilities, be held in the summer of 1961, when its participants, free from constant interruptions, could initiate, pursue and challenge new ideas in the field of preparation and training.

The IAC was interested in this idea to the extent that it recommended that the subcommittee meet and prepare a more detailed proposal for such a seminar. The subcommittee met at Purdue, July 26 to 29, 1960 and prepared a report which was submitted to the presidents of the four member associations, and which in turn was submitted to the IAC in Denver last week.

This report is too long to read here in its entirety, but is in the hands of your executive committee and has been read and approved by Commission III. The purpose

of the proposed seminar is to assemble individuals with varied backgrounds and individuals who are able and willing to deliberate on the probable nature and needs of student personnel programs of the future, and relate these needs to the preparation and training of student personnel administrators.

The report recommended some details of membership, structure, activity, etc., for the seminar, as well as a tentative budget. The budget is such that outside financial help will be needed. In addition, the proposed date for the seminar was moved to the summer of 1962.

The IAC accepted this report with several recommendations back to the member associations in Denver last week. The first, a steering committee should be appointed to pursue this program. This committee should consist of two members from each of the member associations. Secondly, money in the amount of \$50.00 from each of the four groups should be appropriated to provide for the immediate work of the steering committee.

Your Association's Executive Committee has approved these recommendations. Further reports on this project will be forthcoming from your Commission III.

Commission III will continue to work on any problems which fall under the charge given it. Respectfully submitted, O. D. Roberts, Chairman.

PRESIDENT GUTHRIE: You have heard this report. What is your pleasure?

DEAN LAWRENCE RIGGS (DePauw University): I move acceptance.

DEAN STAMATAKOS (University of Wisconsin): I second the motion.

PRESIDENT GUTHRIE: Any questions? Any comments? Any discussion? [The question was called] Are you ready for the question? All those in favor of accepting the motion say, "aye." Opposed, the same sign. Carried.

We are in a period of announcements, and I think it is proper to call Dean Fred Turner's statement at this time an announcement.

There has been a feeling that the present membership constituency of the Committee on Nominations and Place has been outgrown in its form, and he will explain the nature of the problem. There is a proposal therefore for a constitutional change. It does not require two readings for a constitutional change, but I think, in my Chair's prerogative, I would like to ask simply that this be read the first time, for information purposes, as an announcement,

and then it will be brought up in standard fashion at the next business meeting for a vote. So technically speaking this is not a first reading, but an announcement, and I think the purpose is obvious. We want you to know what the problem is, and if you have opinions to be able to say so. Dean Fred Turner.

DEAN TURNER: Mr. President, first let me read the two items from the constitution that will clarify what the problem is. First of all, Amendments to the Constitution:

"This constitution may be amended by a two-thirds vote of the members present at an annual meeting."

There has been some discussion of a change in that amendment. Namely, to indicate that perhaps we would be wise to present amendments well in advance of the meeting so that all members could consider the proposed amendment. That change has never been made. Consequently, that change, if desirable, can be made at this meeting.

Second, let me read the section that we propose to submit an amendment on. This section is:

"Section 9, Article IV: There shall be a permanent committee on Nominations and Place, consisting of those past presidents of the Association in attendance at the Annual meeting, and three members of the Association elected by the membership to serve for one year. The method of election to be determined by the Executive Committee. The Senior Past President shall be the Chairman."

Now the significant items within that section of the constitution that I want you to listen for are the number of members. The three members who are elected, and secondly, the method of election to be determined by the Executive Committee.

The situation we are in is this. The experience of recent years indicates that Article IV, Section 9, "Committee on Nominations and Place" even as amended several years ago is outmoded and in need of further revision.

Originally this committee consisted of all past presidents in attendance at the annual meeting, with the Senior Past President serving as Chairman. The section was amended to provide for additional members by adding the words "and three members of the Association elected by the membership to serve for one year. The method of election to be determined by the Executive Committee." That is the section from the complete section which I read to you earlier.

At the present time there are 19 past presidents living. Of these, 6 have retired, 6 have moved to other

positions, and no longer attend our meetings, and of the seven remaining, only four are in attendance at this meeting. As a matter of fact, four of them have been in attendance but at the moment we have three, and on Sunday we had three, and I think tomorrow we will have four again.

Therefore, it appears desirable to make provision for additional members to be elected to this committee. The proposal is simply this, to delete from the section the word "three" and insert the word "six." That would be the amendment which would be proposed. And this, I think I would like to read to you for the guidance of the Executive Committee, and perhaps make one or two comments. This is for the guidance of the Executive Committee only, and for your information, as to how these six members might be elected or might be named by the Executive Committee:

Within one or two (perhaps) months after the annual meeting the Secretary shall submit to the membership a ballot carrying the names of all institutional representatives who attended five or more annual meetings and who are not ex-officio members of this committee. The members shall be asked to select six candidates in order of choice, and make their ballots accordingly. From these ballots the six who receive the highest number of weighted ballots shall be named as members of the Committee for the next conference, and the next six shall be named in order as alternates. Members elected in any year may succeed themselves if elected the following year.

This does not provide for continuity which may be desirable on this committee. That was pointed out as we discussed it last night in the meeting on Nominations and Place, and perhaps the method of implementation needs further study, but that is up to the Executive Committee to decide if this amendment should be passed.

Mr. Chairman, I would like to move that this amendment be placed on the table as a proposal, and considered at whatever business meeting you want to have it considered. Therefore, I make that motion, that this proposed amendment to change the word "three" to insert the word "six", and that it be placed on the table for further consideration.

PRESIDENT GUTHRIE: You have heard the motion. Is there a second to the motion?

DEAN DONALD M. DuSHANE (University of Oregon): I second the motion.

PRESIDENT GUTHRIE: It has been seconded. Would you like to discuss this? I think the purpose of it is obvious. I am sure Dean Turner wants your comments and opinions at this stage, if you want to make it, or at the second meeting when it is brought up for a vote. Would you like to

comment before I recognize the question?

DEAN O. W. LACY (Trinity College): Yes. It is very difficult to get a constitutional amendment auditorially. I could not understand whether you are going to have merely the six elected members, or will you continue to have the Past Presidents as well?

DEAN TURNER: These are additional elected members.

PRESIDENT GUTHRIE: This doubles the list of elected members. It keeps the Past Presidents in their present roles.

DEAN LACY: Thank you.

PRESIDENT GUTHRIE: Now, I heard the call for the question. It is a little delayed. All in favor of accepting the motion, which was to put this on the table for consideration at the next meeting, please say, "aye." Opposed, the same sign. It is passed.

Any announcements from Carl Knox, from the Secretary-Treasurer?

SECRETARY KNOX: We have now reached the 300 mark on registration, for NASPA participants. The roster of those in attendance is being cut at the present time. We hope to have it for distribution this evening, or early tomorrow morning. We have had a number of inquiries on this and this is why we are attaching importance to it. A supplementary list, actually right up to final registration, will be added to our current list. Thank you.

PRESIDENT GUTHRIE: Anything from Dean Glen Nygreen, Conference Chairman? All in order. All right. Juan Reid.

... Conference announcements by Dean Reid ...

PRESIDENT GUTHRIE: Thank you. Will you note in your program the evening sessions, and may I call your attention particularly to two 7:00 p.m. special group meetings that might have missed your attention. One on Phi Eta Sigma and one for those interested in Alpha Phi Omega, seven o'clock special sessions, in advance of the evening sessions.

I do not know what you expected to get out of a business session on a bright sunny day, but I want to thank you for your coming in. It reminds me of the market question that was asked by an automobile corporation interested in what you wanted in a new car. The question was worded in this way, "What do you most want to get out of your new car?" And one answer came in, "My 17-year old son." (Laughter)

DEAN NYGREEN: Bill, there is a third special interest session also, National Inter-fraternity Conference, and I just did not want anybody to forget that.

PRESIDENT GUTHRIE: At seven o'clock?

DEAN NYGREEN: Seven o'clock.

PRESIDENT GUTHRIE: Thank you. We are now adjourned. Thank you.

... The Conference recessed at four-thirty o'clock ...

MONDAY EVENING SEMINAR I

TRENDS IN CAMPUS PROVISIONS FOR INTERNATIONAL STUDENTS

By JAMES M. DAVIS (Director, International Center, and Associate Professor of Higher Education, The University of Michigan. President, The National Association of Foreign Student Advisers.)

Given April 3, 1961, 8:00 P.M. Seminar I Session

Major Policy Position

Educational and cultural programs in international relations are assuming a major policy position in the Kennedy Administration. If foreign relations are seen as proceeding through traditional political relationships, economic channels and military arrangements, the broad area of international educational, cultural, technical, scientific and informational cooperation represents a fourth aspect of foreign relations.

The steadily increasing importance ascribed to these programs since our government first became involved in them in 1936 may be seen in every administration since that time. Beginning as a component of the good neighbor policy with Latin America, emerging from World War Two as a major hope for the re-orientation of formerly fascist countries, becoming a major process in the provision of technical assistance to less developed nations through the original Point Four programs and their successors, utilizing bi-national foundations financed with war surplus and agricultural commodity credits, this broad area was idealized rather unsuccessfully in President

Eisenhower's "People-to-people" programs and is now being articulated in the emerging and still controversial Peace Corps programs.

At the present time the national picture is characterized by rather hectic in-fighting at the national level and considerable soul searching in the universities. The new Bureau of Educational and Cultural Affairs in the Department of State has yet to discover its relationship to its own chief, the new and not yet confirmed Assistant Secretary for Educational and Cultural Affairs, and both the Assistant Secretary and the Bureau must be articulated with the other agencies of government including the International Cooperation Administration, the United States Information Agency, the large program in the Department of Defense and the rapidly emerging Peace Corps.

Local Pressures

Universities and colleges are seeking their appropriate responses to these national agencies at the same time that they are beset by strong local pressures for more service to the taxpayers and donors who support them locally. Presidents, Vice Presidents and Deans of Students, and other institutional officials are raising fundamental and realistic questions about how much and how they can and should involve their institutions of higher education in international services.

Dichotomy: Local and National

As early as October 26, 1957 this dichotomy between the national and the local pressures on individual universities was analyzed in a paper which I prepared for the issue of School and Society of that date. I asked the question, "Will the Foreign Student Be Squeezed Out?", citing both the national and the local pressures in some detail. I answered the question in the last two sentences of the article, as follows: "In conclusion, it seems to me that in the years ahead the foreign student will be squeezed. If we understand the forces squeezing him and can accentuate the positive forces in his favor, he will not be squeezed out." (School and Society, Vol. 85, No. 2118, p. 301)

In digest form, I shall remind you of six recent developments which reveal the trends in both the national and local provisions for international students. It is obvious that national trends reflect international developments and that local trends emerge in response to national developments and local pressures.

NAFSA: Research

1. The National Association of Foreign Student

Advisers has come of age. During the past five years its membership has doubled to more than one thousand. In the current year the membership income has doubled. Through HAFSA thirty-three Foreign Student Advisers have been recipients of grants totalling well over \$40,000 which enabled them to travel and study abroad in their fields of specialization. The extensive research program embarked on in 1957 resulted in the preparation of three volumes which summarize the existing research in the broad field of cross-cultural education, the prosecution of several small studies, the preparation of three bibliographies, and the securing of a foundation grant for and development of a major \$41,500 research program on Services to Foreign Students on American Campuses.

Seminar

An appropriate component of this research program is the two-week Seminar on the Utilization of Research in Programs for Foreign Students financed by a grant of \$6,000 from The Danforth Foundation which brought some twenty-five foreign student advisers and seven resource leaders together at Waldenwoods, Michigan last summer. The report of this seminar summarizes the entire body of cross-cultural educational research and points out gaps in it. It will be published next week.

Committees

Typically, some 200 members are involved in the work of the Association through more than twenty national committees and an extensive regional structure decentralized throughout the nation. NAFSA's Government Liaison Committee, for example, has been invited to confer with operating agencies of government for three day meetings in Washington at government expense during each of the past two years.

Handbook

A Handbook for Foreign Student Advisers has been prepared in topic sections which are revised periodically to meet new needs. The monthly NAFSA Newsletter brings the latest information and best practices in the field to the attention of the members.

Sections

A lively section composed of teachers of English as a foreign language operates under the Association with complete autonomy in its professional area. A new section for persons who work with foreign students through community agencies will be formed at the national conference to be held in Columbus, Ohio next week.

Conference

This conference will include numerous plenary

sessions and small group meetings designed to bring the newest information to the more than 500 persons who will attend. It will include a special workshop for new foreign student advisers, designed to help them grasp the essentials quickly, or to know where to find the basic information necessary for their effective operation.

At the conference next week selections will be announced for the annual Creole professional grant which will finance a field trip by one foreign student adviser to northern South America and Central America, the American Friends of the Middle East professional grant which will finance a field trip by one foreign student adviser to North Africa and the Middle East, and the new Fulbright visiting professorship program for foreign student advisers which will take two persons to India and Pakistan for all of next year. Recruitment will be conducted for the new seminar on Asian Cultures and Educational Exchange to be held at Stanford University this summer with an Asia Foundation grant.

Support

The Ford Foundation has underwritten NAFSA for the past ten years. This spring it announced a further grant of \$150,000 for a five year period in support of parts of the Association's program.

Better FSA's

The trends discussed here require better institutional services in relation to international students. It is my bias that these services can most effectively be improved through the improvement of foreign student advisers. NAFSA is dedicated to that purpose. The field of foreign student advising is still relatively new and without formal training opportunities in the curricula of universities. This set of conditions has placed upon NAFSA the unique responsibility of providing training opportunities through its program and services. As NAFSA has come of age it has met this challenge with increasing effectiveness.

Study of Services

2. The second development which helps us understand the trends is the completion of the Study of Services to Foreign Students on American Campuses which the Institute of Research on Overseas Programs of Michigan State University has done for NAFSA, using a grant to the Association from the Dean Langmuir Foundation. This study is not yet published, but a few of the findings are mentioned.

Distribution

The distribution of foreign students in American colleges and universities was analyzed as a preliminary step

in the survey. We were surprised to learn that two-fifths of all foreign students are now on the 26 campuses enrolling 301 or more foreign students, and that another fifth of the total number are on the 60 campuses enrolling from 101 to 300. The remaining two-fifths are found on the 1,279 campuses which enroll 100 or fewer.

Distribution of foreign students coincides with the distribution of graduate opportunities. Eight of the ten universities producing the most doctorates are in those ten enrolling the largest numbers of foreign students. In twenty-two of the twenty-six campuses enrolling 301 or more foreign students, the graduate foreign students outnumber the undergraduate foreign students, and at one campus they were in equal number.

Specific Services

The obvious trend toward professionalization of international services is explained in part by this concentration. The survey revealed that foreign student advisers have either complete or shared responsibilities for a wide variety of specific services relating to foreign students. These include admissions, registration, immigration counseling, employment assistance, academic advising, social activities, hosting short-term foreign visitors, housing, scholarships, loans, discipline, community contacts, personal counseling, information and correspondence, and orientation. The research study reveals that 195 of the 697 respondent foreign student advisers have one assistant, 46 have two assistants, 35 have three assistants and 29 have four or more assistants.

Ford Report

3. A third development worthy of mention is the publication of the report of the distinguished Committee on The University and World Affairs, recently issued by the Ford Foundation. Ranging over a wide variety of topics, this report makes several direct recommendations concerning universities and foreign students. I quote a few:

"Curricular offerings must often be redesigned to meet the distinctive needs of foreign students and the nations from which they come. At the same time, special efforts have to be made not to isolate the foreign students either in their course work or their extra-curricular life.

"In many cases the foreign students may also need English language training and special preparation in their chosen fields of study to benefit educationally from their experience in American universities and colleges. Improved methods and techniques are needed to select students who can benefit from an educational

experience in this country; placement in the institutions and programs should take better account of the students' own and their countries' needs; and special efforts should be undertaken, going considerably beyond what is implied by 'hospitality,' to give them an acceptable and satisfying place in student and community life.

"A high priority should be given to such measures to improve the quality of the educational experience. At the same time, there is an immediate pressing need to receive more foreign students, especially in the period just ahead, from those countries that are building up or adapting their own educational systems for the needs of nationhood."

(Morrill, et.al., The University and World Affairs. New York: The Ford Foundation, 1961, p. 30)

Of particular interest to Deans of Students is the further statement:

"Despite many fine efforts by administrative and academic staffs of universities and colleges and by other interested institutions and community groups, to provide foreign students a satisfactory educational and personal experience, administrative arrangements by and large remain inadequate at most institutions. At some, scarcely anything is done to meet their special needs." (Ibid. p. 31)

These strong statements come with particular impact because of the composition of the committee making them and the foundation issuing them. (Copies of the report are available from the Ford Foundation upon request.)

Kennedy Task Force

4. At about the same time that the Ford report was being put into final form, President Kennedy appointed a Task Force to advise him in the area of educational and cultural exchange of persons. I served as Chairman of that body, which presented its report to Mr. Kennedy on January 7, 1961. Among other recommendations, the report strongly urges increased financial assistance to private agencies, including universities, to strengthen their services. It also cites certain technical irritants and proposes specific measures to remedy them.

The report urges legislation to authorize matching grants to universities and colleges for counseling, orientation to American life, English language training, and other assistance to foreign students, 90% of whom are not sponsored nor financed by the U. S. Government. It further proposes that educational institutions be reimbursed (on the

pattern of the original G.I. Bill) for the real costs of educating U. S. Government-sponsored foreign students and ICA participants, to the extent that these costs exceed normal tuition fees. It recommends the creation of a locally-administered, federally-financed emergency fund to provide special help to superior non-government sponsored foreign students to help them reach a nearly-attained education objective.

This report has been referred by the President to his executive agencies and its other recommendations which do not require legislation have to a large extent already been implemented.

New Fulbright Bill

5. At about the same time that the Ford report was being completed and the Task Force study was being made, Senator Fulbright convened a consultation to discuss the revision and modernization of the basic legislation under which the entire government educational and cultural exchange program has been operated.

This resulted in a bill which incorporates most of the Task Force recommendations which require legislation. It was introduced in the Senate on March 2, 1961 by Senator Fulbright as S. 1154, and in the House of Representatives on March 6, 1961 by Congressman McDowell as H. R. 5204. It will be called the "Mutual Educational and Cultural Exchange Act of 1961."

The Committee on Foreign Relations of the Senate held hearings on this bill on March 29, 1961. Only the private witnesses were heard at that time. The witnesses from government agencies will testify at a later date in the near future (probably this week).

I was probably the only local direct administrator of a program to testify. I endorsed the bill, but urged that it make more specific the provision of financial support to individual universities in support of the program.

This bill may be amended before it is reported out of the committee, but I expect that the amendments will not have very much effect upon local operations. They may deal with the government re-organization authorized by the bill. It has a good chance of passage by the Senate. The House may deal with it more harshly because it authorizes appropriations which the House would then be asked to make in subsequent appropriation legislation.

Peace Corps

6. Another new development will be mentioned briefly to round out this analysis of trends. It is the

emergence of the Peace Corps. You are all aware of the entente to which the idea of international service has caught the imagination of young Americans in universities. In a few days you will receive applications which you will hand out to students. Within a couple of weeks you will receive a memorandum which offers guidance to educational institutions with respect to the proposals for the operation of Peace Corps Projects abroad.

You are aware that Mr. Shriver has assembled an outstanding staff of assistants in the development of this idea, including Albert Sims, vice president of the Institute of International Education, who is in charge of the development of university programs, and Lawrence Dennis, academic vice president of Pennsylvania State University, who is in charge of the training program.

There is a real possibility that foreign students may be involved in Peace Corps training and operations, although it is too early to see just how this involvement will be achieved.

You are also aware that this whole Peace Corps proposal is not completely accepted by faculty members, but that it has the great push of the President's personal interest that it succeed.

East-West Center

I will mention two other developments which are significant but which time does not permit me to discuss. One is the Center for Technical and Cultural Interchange at the University of Hawaii. With a budget of over \$10,000,000 annually, this is larger than most of us can imagine. It will have impact upon many of our institutions, both through the 200 American students annually who will be granted full two-year scholarships for Asian studies there, and through the 800 Asian students who will be brought annually for two-year scholarships. These Asians will spend a summer in study on the mainland.

African Student Survey

A second development which I want to mention briefly is the survey of African students in American institutions which the International Center of the University of Michigan is making for the Institute of International Education, using a grant from the Johnson Foundation. We shall be sending a questionnaire to each of your African students. Interviewers will visit many of you seeking interviews with your Africans, and with you in regard to them. The findings of this survey will be of tremendous help both to individual institutions and to national and international agencies in projecting plans for African student exchange.

In conclusion, there is a great deal of activity in the international student field. Universities and colleges will need to examine their own programs in order to achieve a more effective, coherent, integrated, flexible response to the opportunities being thrust upon them. They will need especially to examine their own provisions for direct services in this area. It is my hope that they will need to answer the questions which may be put to them in regard to the possible uses to which they can put federal funds in the improvement of these services.

Many institutions are considering the feasibility of developing an office in which international services can be coordinated. Such an office would operate certain services, supervise other services and coordinate still other services. It would deal not only with foreign students, but also with special contracts for institutional services, short-term visitors, research in international services, and many other aspects.

These seem to me to be the major trends. I shall be most happy to have your comments, however critical, and your questions. I am especially grateful for this opportunity to speak with you.

MONDAY EVENING SEMINAR II

SOCIAL CHANGE AND THE COLLEGE FRATERNITY: INSTITUTIONALISM VS. ADAPTABILITY

Remarks of Robert E. Bates, Dean of Students, Colorado State
University

When Glen Nygreen called me asking me to participate in this seminar he indicated that his Committee wanted a "devil's advocate" to present the case for the non-adaptability of the college fraternity -- the institutionalism of the college fraternity if you please. I declined that assignment but agreed to raise some questions that have been bothering me regarding fraternities. It is well that I did because in his remarks Hap Angelo has quite fairly indicated the principal respects in which fraternities have at least limited adaptability.

I declined the request that Glen passed on to me for another reason. My sentiments do not favor the point of view that is implied in that position and I do not want my comments to be misinterpreted. I am convinced that the disappearance of the college fraternity -- the disappearance of the vigorous and vibrant college fraternity -- would be a great loss for coming generations of college students who more than ever before are in danger of being lost in the rising tide of college enrollments.

Dr. Benezet in his address last night pointed out the increasing necessity of our getting closer to the inner world of the student. We all know of instances in which fraternities have been our allies in this process. I have every reason to support the need that Dr. Benezet pointed out but I have little hope that the cold economics of higher education will enable this need to be met adequately in the foreseeable future. Any help that can be forthcoming from college fraternities in meeting this situation will be sorely needed. I earnestly hope that everything Hap had to say about their potential adaptability is borne out and that they prosper in the years ahead.

Hap has presented the view that we as student personnel administrators and the institutions we represent must share the responsibility for the predicament in which fraternities find themselves. I am sure that there is much evidence to support this position. We and others speaking for our institutions are quite free with our tributes to the contributions that fraternities make to life on our campuses and to our students. But all too often we fail to follow up

by providing meaningful assistance when it is needed. I think it is time that our institutions examine the implications of our expressed support of fraternities, decide whether we mean what we say, and if we do, get on with the job.

But if we are to get on with the job intelligently, we must first recognize some of the factors that face fraternities and face us -- factors that complicate the picture for all concerned. For many of us our undergraduate fraternity experience, as members or observers, is some decades behind us. I think we may have difficulty in realizing how much the situation has changed in that interval. Think back to your fraternity days or that of your contemporaries as I attempt to point out some of these changes. Some of the younger men in the group may need to consult their fathers for the older picture.

First, the matter of housing. The alternatives used to be a fraternity house in which to live, eat, and associate with your friends or a usually less attractive room in town, the greasy spoon on the corner for food, and any curbstone for your friendly associations. Now the choices are between a fraternity house and a residence hall that as a living and eating facility usually is more adequate than most fraternity houses.

Next, the matter of recreation and entertainment. In the days now some distance behind us the fraternity house was the center of social life on a campus. Those not affiliated with a fraternity found little to fill their needs. Some may argue that they were better off for this lack, but the social life in a chapter house proved an attractive aspect of a fraternity. Now there are at least equally attractive surroundings in residence halls and in student unions for those who choose to use them. But this has been changed still further by the four wheeled monster or midget that has become the first essential in the way of equipment for a college student. It has brought all of the public and private recreational and entertainment facilities within a radius of several miles on week nights and more than a hundred miles on week-ends at his disposal. The facilities of a fraternity house -- or of a residence hall for that matter -- has less and less attractiveness for these purposes.

The extended radius of daily student movement together with the efforts of most of our institutions with the assistance of national fraternities to keep all alcohol except the rubbing variety away from our campus communities has further reduced the attractiveness of the fraternity house as a center of activity. Students can observe our

regulations by the expenditure of a little gasoline. We may have made progress in solving one of our problems but we have not increased the attractiveness of the fraternity nor the use of the fraternity house as a social center. I should add that despite these comments I do not advocate liquor in fraternity houses.

Let's look at the economic picture. The general increase in costs are felt by fraternities, both in operations and capital expenditures, much more keenly than they are in larger operations. We don't build residence halls in units housing hundreds of students because we think this is the ideal housing arrangement. We do it because we can't afford to operate them in smaller units. Yet most of us would shudder at the thought of a fraternity chapter of such size. There are some steps being taken to offset the higher unit costs of small fraternity operation but it is still a major handicap in fraternity progress.

When we take a more careful look at today's college student we see other changes. I sense a resurgence of individualism among college students -- others have commented on this. A stronger sense of purpose is a part of the picture. How much of this is a response to an intensification of scholastic pressures, I do not know. But it does affect fraternities. Fraternity houses have never been famous as hotbeds of academic endeavor. This has seldom been one of their selling points. Generally it has taken the most diligent efforts of all concerned -- national fraternity leaders, chapter advisers, and deans -- for fraternities to achieve and maintain a scholastic record that is to their credit. Without taking anything away from the efforts that have been made and the accomplishments of some chapters and some fraternities, I must conclude that so far this has been a process of erasing a negative mark rather than the making of a positive one. With increased scholastic pressures and more pronounced individualism on the part of today's student the construction of a fraternity situation that is attractive to students is made much more difficult.

Another point of some consequence to fraternities is the increased proportion of our students who are married during their college careers. I have no data to support my speculation that fraternity members may constitute more than their numerical share to this group with a consequent loss of upperclass leadership in our fraternity chapters.

Turning back for a moment to the question of individualism and its effect in lessening the interest of students in fraternities I would like to suggest that a

major factor in this trend is the fact that from their days as cub scouts, little leaguers, etc., on through high school our students have been organized to the limit. One of the few experiences that they can look forward to in college is the choice of not being organized. Students frequently cite this as one of the delights of their college life.

These and, no doubt, other factors have resulted on many campuses in a decreasing proportion of students affiliating themselves with fraternities. This trend, in itself, further lessens the social pressure of belonging to a fraternity as a matter of status. It at least dampens the snow for the snowballing process that some of us fear that we see.

All of these things that I have mentioned, I submit, are changes that in themselves are largely or wholly beyond the control of the fraternity organizations or of the student personnel administrator. I hope that they are not as foreboding, collectively, as they seem to me from time to time. They certainly underline the necessity for more vigorous study and action on the part of all of us who want to preserve the values that fraternities add to our campuses.

MONDAY EVENING SEMINAR III

April 3, 1961

Seminar III convened at eight-five o'clock, Dean Jack Matthews, University of Missouri, presiding.

CHAIRMAN MATTHEWS: Ladies and Gentlemen, I think we had better start. One of our men will not be here tonight, Dirck Brown. He is not going to be on the program.

I am Jack Matthews, the Dean of Students at the University of Missouri, and I am substituting for John Hocutt who was unable to be here because of some responsibilities in connection with his job at the University, and also perhaps some legal problems that he is having personally. (Laughter)

I think it is appropriate with this topic here that perhaps one member of the group had to stay home in order to get things straightened out. The topic, "The Law, and the Dean as Investigator," is not clear to me, and we will see what this theme will develop for us.

As we all know, as we have students coming to us who apparently come from situations -- family situations as well as communities -- where there is a more permissive attitude we find ourselves more deeply involved with the law, with the different law enforcement agencies, in our communities.

I want to make my remarks here very brief. I want to say only two or three words. This brings to my mind my experience as an investigator. Not too long ago, two or three years ago, we had a fraternity that lived in a house, about over here, and across, back here, was another fraternity house, across an alley. One of the boys on the third floor of this fraternity house, over a period of time, had become quite irritated because a light on the back part of this house reflected in his eyes. So one night he came in and thought something should be done about the light, so he proceeded to take out a .22 rifle and take five shots at the light.

In his condition he was not accurate and he missed the light and I received a call the next morning. Sleeping in that room, when these bullets all went through the wall, this happened to be the house mother's room. (Laughter)

I went over to the fraternity house where it appeared that the shots came from, but the boys over there insisted these shots all came from a low flying plane. (Laughter) This did not sound plausible to me so I went back across the street. I had been reading -- you ought to read these now, they'll save you a little time. I have been reading "crime stoppers," Dick Tracy. Do you ever read those

in the funny papers? I read one of those. So I looked at the five holes in this kind of brown shingled house, and I happened to turn to one of the boys in that group, and I said, "Do you have any wires around here, so long?" He proceeded to go to the garage and pull out about five or six wires, about six feet long, very stiff. I ran them in the holes and you followed the line of the wires and it went right to the third floor window. So that was the way that Dick Tracy solved that particular mystery. (Laughter)

As I say, we have all these experiences with all of the different law enforcement agencies, and we have had another experience -- incidentally, I brought with me tonight, because I do not know how far John Hocutt is going to get in this situation, but in the case in which they brought suit against me and the board of curators, it got all the way to the Supreme Court, and I have here a 44-page brief explaining the position of the University, which had had an unwritten statement regarding the privileged communications, as I say, for 120 years.

Now this has been formally stated. The unfortunate thing about it is it got up to the Supreme Court and it will become moot because it was settled out of court. If you have not experienced this, I think you will find some interesting references here and some good statements regarding privileged communications. These may not apply to your situation because of the nature of your institution, nevertheless I think you will find this little publication of interest.

We had so many demands for this -- it was almost a best seller -- that just before coming out here we ran off 500 more copies. Many of my friends have written for these, so this will give you some legal positions on privileged communications.

In talking with Joe Boyd here of Northwestern University, on my left -- and I know most of you know Joe Boyd -- and on my right is Charles Gambs, who really is an authority from Ohio State University, in part of this field, and I have learned that their topics are not the same topics that I heard about in a letter. So rather than try to state these topics, which now have been restated, we will let each one of these men give his own topic for his own presentation.

We will start off with Joe Boyd, and he will present his part of this program and give the title for his presentation. Joe Boyd of Northwestern University.

DEAN JOSEPH D. BOYD (Northwestern University):
Thank you, Jack. My presentation will be in three chapters. My first will deal with some questions which I feel all deans or institutions must answer as regards the relationship

local police or local courts. My second chapter will deal with the relationships that are needed today between personnel deans and campus security officers, parking and traffic officials. My last chapter -- and this I certainly hope to complete in no more than twenty minutes, that is, all three together -- is a research study which I want to share with you as regards the differences in attitudes towards student discipline as possessed by students, the student personnel worker and the parent. I think you will find that interesting, as I have, and it really relates to some degree in this whole matter of our relationship with the law.

These questions that will be a part of my early presentation I do not profess to have specific answers; however, I feel very strongly that the institution or the dean is obligated to develop his own answers to them so as to be prepared when the situation does develop where a relationship with local police and/or the local courts is in question.

I also feel very strongly here that we have the need for improved communication, and I will hit upon that as we relate to these local police and/or judges. And one story brings that very pertinent, at least in my memory, need for good communication.

It has been about ten months ago that my wife was called out of town because of her grandfather's untimely death. The sister-in-law came down and stayed, and happened to be hear the phone. The phone rings at four-thirty in the morning. It is the Chief of Police. He says, "Mrs. Boyd?" She said, "No, Mrs. Boyd is out of town." "Is Mr. Boyd in?" "Yes, just one moment."

Well, about that time she woke up and told me that the first thing I had to do was to explain to the police the set of circumstances regarding this conversation that was going on. (Laughter)

Let us turn quickly to these questions that I feel are very important.

1. Do we have some consistent and well developed procedures for campus offenses?

Most institutions can and should say, yes. Related to that:

2. Can we say the same for civil offenses? It is here that I feel we lack. Definitely, many institutions lack any procedure and policy when it comes to civil offenses.

3. When should the college or university have, or take, jurisdiction in civil cases? When, or should, the college or university have, or take, jurisdiction in civil cases?

4. Are there cases where no jurisdiction is called for?

5. Shall we practice double jeopardy? If so, when? This is another one that certainly will be before you, if it has not already been. Another one that has to be faced by many deans:

6. Shall we, or a member of our staff, appear as a witness in the interest of a student before a judge, or shall we go and involve ourselves in discussions with the police as regards a civil offense?

7. Question 7 is one I am sure we could discuss all evening: Do we, or should we expect students to receive differential treatment before the law?

8. Do we, or should we use our counseling bureau or clinical psychologist, our psychologist or the dean himself, as persons to work with those students involved in deviant behavior? Again it requires each institution to think through as regards whether this shall be an appropriate answer for certain situations, or whether it shall not be.

9. Another question we have to answer: Is it right to make therapy a prerequisite in remaining in school? It counteracts much of the accepted schools of counseling that I know of, and yet I am sure every institution has to face this as a possibility of dealing with a situation, making therapy, whether it is internally handled or externally assigned, an absolute prerequisite if you are going to remain in school.

10. Is it fair, or proper, to use the law as a means to throw fear into the minds and hearts of our young men and women, or another expression that we sometimes use to describe another request we make, is "to cool their heels."

In other words, well, this is a fine experience. Let's let him stay down there, maybe an hour or two, or maybe overnight will be fine, and in the meantime the chief is worried as regards what the problems may be when a certain amount of time has gone by and the legality of the situation says, "This may be an extension of cooperation beyond that which I should be expected to give."

11. Another question that I think every institution should face and answer: Are our responsibilities with local police greater than with those of police departments elsewhere? Should they be? And, related to this:

12. Is time or distance from the campus a variable in determining jurisdiction? That is, the time of the year, vacation, whether it be a regular vacation during the

year, or whether it be summer, and is there a difference with regards to where this took place with regards to distance?

I worry that institutions that do not answer these questions will be faced with the need to make quick and sometimes impulsive decisions, and later regret the fact that the consistency that is so often appreciated by the students will be lacking.

13. Are our goals, in dealing with both the campus and civil offenders, ones of prevention, remediation, and rehabilitation?

14. And that opens up this: How far do we go in being a corrective institution? Then, another question that I think we ought to put to ourselves:

15. Are we able to say, and should we say, that all discipline cases give us, as personnel administrators or some person capable of working with them, a unique and unusual opportunity for a learning situation to take place between students involved and counselor or dean? And when we analyze it, is it not true that maybe this type of learning is very difficult to have take place in a court room, or in the process of paying fines.

Again, one comment I have made that might influence in your mind how I may have answered some of these questions. Well, this is rather hurriedly stated, but I thought the main premise I had in mind here would be that certain questions have to be answered more than I am capable of giving you the type of answers that they deserve. But if there are no answers at all then I feel the situation is not nearly as good as it should be.

Now to Chapter 2. About ten months ago I was privileged to speak to the National Association of Parking Traffic and Security officers held on our campus, and it was felt by the conference chairman that some of the comments made at that meeting might be pertinent to the deans in attendance here. So I will choose from some of those comments and trust that they may be pertinent as we have to relate, many of us, today with people who are particularly assigned to certain aspects of control, security and often really are deputized in representing the law that I have just previously spoken of. Many campuses have that relationship so that those who are known as security officers, in fact, are really deputies of the county and/or city police.

Most Deans of Students, Deans of Men, others working in personnel administrative positions, have been told that we are responsible for the life of a student outside of the classroom. That is one general definition given. We are sometimes left to determine exactly what that means, but

that is one broad, sweeping statement often made. Now, obviously this is a tremendous responsibility. No one person, I do not believe, on any campus, could do it alone. Those that are designated to help in this work are known as security, parking and/or traffic officers. And those are the people who in the future we may be having to count on more heavily than even in the past.

I feel personally there is not a dean in the country that does not wish that he had more people of professional training, such as many of these are, and should be at least, that will help him implement this large responsibility that he is given. Certainly the aim would be that increased security, control, parking and traffic on the campus is one of the desired aims, I trust, when we are asked to assume a responsibility for life outside the classroom.

Now I happen to be one dean who believes definitely that we will find in our student bodies a cross section of problems that you find in a larger society. No matter how selective they try to be at the admissions end of the line, we still are going to face persons that will bring the problems that society in general faces. Because this is true, we have to establish certain rules, certain restrictions, certain policies. We have to have people implement those policies, and simply because we are a group situation, and the restrictions and rules are necessary in that sort of setting, time and effort must be given to a statement of the rules, restrictions and policies.

Now another thing that worries me as we relate to the law, is that we must feel and certainly be supported by those who are superior to us, that we are doing more than just keeping the lid on.

You know, it always causes me great concern when certain deans appear to be evaluated in terms of how things are going on the campus, either quiet or otherwise, and that is the criteria for a good year. How tragic indeed, and yet I feel that this may be our definition sometimes of whether we are doing a good job or poor job, and again, how tragic.

To me, in working with the students we have to take the philosophy which a lot of people do not have on the campus, that we are trying to build a sense of responsibility. We are trying to make responsible citizenship one of the standards that we will insist upon. One who comes and exists on a college campus does more than add credits and add grades to a transcript, and I hope all deans of men and deans of students feel this way.

The opportunity that we have and one of the motivations, I trust, why many of us are in the field, is that we can contribute to the attitudes and behavior, and that we are really trying to let them see that in a unique setting

that is an educational scene or institution, we can work out with individuals some of their immaturities that society would have quite a different approach in trying to resolve.

This is an opportunity or challenge that we cannot forget about or negate. I feel that the tragic thing in much of the writings and counseling today is that discipline and counseling cannot be combined. I feel so strongly that the greatest opportunity I have as a dean, and in terms of making my day worthwhile, and my contributions worthwhile, are to work with those who need to have the new learnings that can come in a disciplinary setting, and to find them, maybe for the first time, in a long time, eager and willing to listen to what may be said in their interests and welfare.

Our challenge and goal is to get them ready to get out in society and contribute something to it eventually, that they not just exist in it nor be of further problems to the forces of security that exist there. That should be one of the goals that we have in mind. We should see, I feel, that security officers, parking and traffic officials agree with us in this philosophy, and I trust you can agree with it as I have stated it.

I would hope that we are not only dealing with a person from the point of view of the act that he has committed, but we are dealing with him from the point of view of the attitude that he has brought to the picture once he is involved in a situation.

There are many college students who feel, I think very strongly, that when I have done something that is rather overt or obvious, I guess I have to expect to be penalized. But when attitudes are involved tragically we have a different standard of value in many of our young men and young women's minds.

I think, too, that we are not only concerned for the immediate situation that has to be handled; but we are also trying to help the students see the problems that are still ahead of him, long after we have lost contact with him. Our jurisdiction is pretty well limited to a given setting, or a given student body that may, at most spend four years with us. It would appear that our attitude, in regard to what we can do to prepare these people for the many tomorrows that are yet to come, is certainly one of the challenges that we face.

Another area of concern is that we should help interpret our roles, our purposes for being a part of the campus scene. I mean by this, to students, to parents, and to those who work with us from the point of view of campus discipline and/or security. We should help interpret the methods, the procedures and the policies that we are following.

In doing this, too, we should get at the why, in terms of the necessity of these procedures and policies. Getting students to understand the why, appears to be the real answer to get them to accept the procedures and policies under which they live. They seem to accept you, or deans, as persons. They seem to accept traffic parking and security officers, if they understand why these procedures are necessary. Once procedure is understood, acceptance, understanding and respect immediately increases.

Now another basic philosophy that we have to build into these traffic, parking and security officers -- and many have it already; do not get me wrong -- is that we are concerned about the motivation behind the act that is committed.

I often feel, when I deal with students, that it is not so much what has happened that is important, but it is why it has happened that we are deeply concerned. I think I could and would give full support to any security officer, traffic or police director that is just as concerned as to why this is taking place, as he is with what has happened. We must try to determine, I think, in all kinds of irregularities, as much as we can, the motivation in back of it. Was this a malicious act? Is it really some form of carelessness? Is it an impulsive act? Is it something that has been premeditated? Is there a degree of thoughtlessness involved?

I think this kind of thinking should go on in many of the cases, and in our relationship with those who are concerned with security.

Now a few more comments about this problem I mentioned earlier about psychotherapy or psychiatry being in order for certain disciplinary cases. This is a little question that many of you practice, and we do on occasions. I wonder if one of the occasions that it is used occasionally as a crutch. Occasionally it is not necessarily the answer, and yet again I would want to say, in real confidence, that it probably is working well with many others.

I imagine what we need here are people trained beyond our training, in determining when the appropriate necessity in terms of action with individuals is one in terms of referring him to the specialist in the area of psychology, psychotherapy and psychiatry.

I also mentioned earlier this matter of how much obligation do we have in being corrective in nature as institutions. Corrective from the point of view through psychotherapy, psychiatry, department counseling, if you will, or simply the face to face counseling that we normally have as deans?

This is a question that I cannot readily answer

but I think we all must. How far do we go in saying one loses his rights and privileges? When do we give a second chance? And what are their rights in terms of another chance?

Now another comment that I shared with those gentlemen that I share with you, is that I believe that any rules or procedures that we establish should be enforceable. They should not be obsolete, they should not be unfair, or they should not be just high sounding phrases somewhere, which in reality the students soon find do not mean anything anyway. This, I think, destroys the effectiveness of all the rules and procedures and policies that we have that we want to mean something.

Now a few summary statements before I turn to chapter 3.

I feel very strongly that we must unite with other members of the personnel staff, as well as other security officers, in explaining why our positions in campus and civil offenses are necessary, what our responsibilities are, what we hope to accomplish, and what we are doing. I also feel very strongly that we need to give each other mutual support, mutual respect, as we carry forth our own responsibilities. We must have mutual respect; we must have communication.

Now Chapter 3. Chapter 3, I must tell you right off, is the result of some research by Ralph Prusok, a friend of mine, who is Fraternity adviser at the State University of Iowa, in Iowa City, Iowa. This is within the year of completion and dealt with -- well, let me describe the purpose. I think that will make it simpler to you.

The purpose of this study was to investigate the status of students, parents, and student personnel worker attitudes toward a range of university disciplinary situations. The primary purpose was to assess and compare the attitudes of these three groups toward selected cases of disciplinary infractions.

Mr. Prusok's paper points out that there have been some earlier studies. Schreck of Indiana reports -- and I bring that to you, because I think it is pertinent too in our discussion -- Schreck investigated the standards of student conduct as supported by students, faculty, and staff at Indiana University, using a 100 item "Opinion Scale on Student Behavior." Offenses included were in the areas of: general conduct, auto and traffic, mischief, sex offenses, drinking, and theft and cheating.

His respondents rated these offenses on a seven point scale ranging from "generally acceptable" to "vicious, a serious crime." In his findings, he reports that: faculty members display a higher standard than students, the student

personnel staff display a standard of conduct quite compatible with that of students, and sorority and fraternity presidents display the lowest standards of conduct for students.

Now, on into the basic part of his study and some findings I want to share with you. He grouped a series of examples of possible student discipline into eleven categories. I want to share those eleven categories with you, go through them once, and remind you of them later on, so you will see the broad scope and breakdown. They are:

1. Unapproved housing - violation of housing regulations. I'm going to give you in a moment the significant differences between the way a student, a parent, and a personnel worker reacted to these various irregularities.

2. Illegal mass activity, such as "pantie raids" as an example. I trust we are not going to have to experience that again. But no dean should make such a positive statement as that, because that does not show that he is very realistic in knowing his present student generation.

3. Disorderly conduct, such as peeping tomism, abusive language.

4. Theft.

5. Gambling.

6. Misuse of privileges and fraud -- bad checks, misuse of University I.D. cards.

7. Assorted misconduct -- misuse of firearms, disturbing the peace.

8. Alcoholic beverages -- use by minors, intoxication.

9. Academic or related offenses -- cheating, mutilation of library materials, plagiarism.

10. Automobile cases -- misuse of autos, misuse of automobile privileges.

11. Violation of probation and miscellaneous multiple offenses.

Those are the eleven categories. He sampled 236 students, 366 parents, and 9 student personnel workers. The results in rank order -- and again I think I will quickly go through these.

The significant mean ranks -- and I will give you that second, but just to show you right off, and I trust you

are curious as to how these were ranked. These are in terms of less to most serious, in the eyes, first of all, of the students, from less to most serious: Disorderly conduct, less; gambling, next; alcoholic beverage was third; automobile cases was fourth; violation of probation, fifth; illegal mass activity was sixth; then misuse of privileges and fraud; then unapproved housing; then assorted misconduct; then theft; and the one they thought was most serious, the academic or related offenses.

Now let us look how the parents ranked these. From least to most. Least serious, in the eyes of the parents, academic or related offenses. (Laughter) 2, theft; 3, unapproved housing; 4, assorted misconduct; 5, misuse of privilege; 6, illegal mass activity; 7, violation of probation; 8, automobile cases; 9, alcoholic beverages; 10, gambling; 11, disorderly conduct. The most serious, in the eyes of parents, gambling and disorderly conduct.

The student personnel worker was asked to rank these from his point of view, from least to most serious: 1, in terms of least serious, alcoholic beverage; 2, assorted misconduct; 3, misuse of privileges; 4, violation of probation; 5, disorderly conduct; 6, theft; 7, unapproved housing; 8, gambling; 9, illegal mass activity; 10, academic or related offenses; and 11, automobile cases.

Now the interesting thing, and I want to share this with you, there were five of these areas that were statistically significant, and you who have gone through the statistics course realize here that what has happened would not normally happen by chance, except so few times out of a hundred, that we can say these different mean differences were statistically significant:

First was disorderly conduct, in which the most punitive was parents, and then the student personnel worker and then the student. These were significant differences among all three groups. The next area was gambling, in which the student personnel worker was the most punitive, and then parents, and then students.

Alcoholic beverage ran this way, parents most punitive; then students, then student personnel workers.

The automobile cases ran most punitive from student personnel workers, parents, then students.

The other that was statistically significant was violation of probation, where the parent put this most punitive, and then the student personnel worker, and then the student.

Now just a few more moments to share with you some other interesting facts.

In his questionnaire he allowed for each respondent, when he felt that this item was of such a character or nature that the university should have no jurisdiction, to indicate that this should not concern the university. It is interesting to note that on some items as high as 73.4 per cent -- and I will read that item to you. This is the way students feel: 75% almost of the students felt that the university had no jurisdiction in this item:

"A student was involved in an automobile accident. He stopped but did not give his name. He was arrested by the city police for 'hit and run'."

The students' feeling was that this was a no jurisdiction item.

Parents also selected their highest percentage of "no jurisdiction" on that very item.

Student personnel workers also selected the "no jurisdiction" response the highest percentage of the time (44.4%) in the automobile case category, not necessarily that item, but other items similar to it.

To give you a quick summary of the areas in which the no jurisdiction response was the expressed wish of the person taking the inventory, we see some interesting things. I will take only those of high percentages.

The automobile cases, for instance, 58.7% of students felt that there was no jurisdiction involved in this case, in these cases. Parents 38.8; student personnel workers 23.8.

The next one was in terms of the firearms, fire-crackers category: 27.8 of students; 18.8 of parents, and 6.2 of student personnel workers felt because of the wording of the item that there was no jurisdiction.

Well, I do not wish to bore you with more numbers, but I think you can see a great part of our problem is a great difference between parents, student personnel workers and students as to whose jurisdiction this particular case in question is, because of its type.

A few summary comments as regards this research.

The student personnel workers held more punitive attitudes over the entire range of cases. It also may be concluded that from these results that personnel workers at the institutions adhere to a stricter behavior code for students than parents or students themselves are willing to set, and are willing often to accept.

An interesting breakdown too was that in the sex

items, it revealed that female students hold less punitive attitudes than their parents or male students. I meant by this, in all items, not just those dealing with sexual offenses, that the women themselves, girl students, hold much less punitive attitudes than their parents or male students.

Another finding is that parents tend to view offenses occurring on the university campus as less serious than students, while students tend to view civil offenses as less serious than parents.

It is clear that all three groups feel strongly that violations of the state and local motor vehicle codes are adequately covered by civil action and should end there.

This final statement then to summarize not only my comments about his research, in sharing with you the results, but my comments generally on the three chapters.

The problem of establishing limits of university jurisdiction which protect the institution, avoid paternalism, safeguard the rights of students, and, yet assure a measure of guidance to the student, is one that could bear further investigation, time, thought and effort on the part of all deans.

CHAIRMAN MATTHEWS: Shall we move ahead now to Charles Gambs' presentation, then we will have some time for discussion of both of these talks at the conclusion of Charlie's talk. Will you give the title for yours, Charlie?

ASSISTANT DEAN CHARLES R. GAMBS, JR. (The Ohio State University): Thank you, Jack.

The title of my comments tonight, as given by Glen Nygreen in his letter of request that I talk about this matter, is: "How Can Personnel Deans Function Most Effectively So As To Cooperate With Government Agencies and Yet Protect The Students Whom They Serve?"

Now, I do not profess to be an expert in this particular field, and probably the only legitimate basis that I can have for talking about this subject to you people is the fact that I have had eight years of experience with federal investigative agency, the FBI, as a special agent, and had some contact with universities in connection with that work.

At the time I accepted Glen Nygreen's invitation to speak on the topic, I did not fully realize what I had contracted for, and after wrestling with this topic for some time, I began to realize the considerable conflict in the idea that is presented in the title itself, of how to cooperate with government agencies, and yet protect the student.

Just as there appears to be conflict in the title of the subject matter, I am sure there will be conflicting reactions, at least a number of opinions will exist, concerning the suggestions that I will present.

How Can Personnel Deans Function Most Effectively so as to Cooperate with Government Agencies and yet Protect The Students Whom They Serve?

How this question is answered will in large part depend on the amount of factual information in the possession of the person answering the question concerning 1) the purpose of and 2) procedure followed in the conduct of an investigation. Many times because of a lack of information in both of these areas, data that should be made available is not, and the net result is that rather than the student being helped, he is hurt. I should point out that these comments are concerned with investigations involving employment that requires security clearance.

Protecting the students whom we serve, I suspect, means to some personnel deans the withholding of any information that they feel would be harmful to the student. The decision to withhold information requires the personnel dean to make a judgment that particular information will or will not be harmful to a student. In a sense it infers that the dean knows more about the qualifications for particular employment than the prospective employer. I suggest that this point of view could result in withholding from a legitimate inquirer such as a prospective employer, all information concerning the students' activities. It is conceivable that a record of numerous extra-curricular activities could impress a prospective employer, less than favorably. Likewise a near perfect grade record could produce the same negative reaction on the part of some prospective employers.

I doubt that many personnel deans go to the extremes mentioned here, at least in the area of grade records or extra-curricular activities. On the other hand there seems to exist a reluctance on the part of persons in the academic community to provide information when inquiries are made by legitimate sources about a student's loyalty, character, patriotism, reputation and membership in organizations. This area seems to be a sort of "no man's land" where a great deal of misinformation exists and continues to persist.

To return to my original statement, I would like to make a case for the proposition that the student is best served by the personnel dean who cooperates with the government investigative agency in the general situation of this nature, by making available all of the information in his possession concerning this student. Now, I do not mean to make this statement all encompassing as there are certainly

going to be individual cases where a personnel dean, in the exercise of sound judgment and discretion would not be serving the student by disclosing some particular information.

Aside from that type of case no useful purpose is served however by "being cozy" with information concerning the student's record as to reputation, character, loyalty and membership in organizations. By deciding arbitrarily to withhold facts about the matters referred to above, we are not only very probably failing to serve the student but are very likely to be doing him a disservice.

It should be noted that the views set forth are personal ones and do not necessarily reflect the manner in which matters of this nature are handled at the Ohio State University. It is recognized that some, if not many, personnel deans follow different procedures than those suggested herein. In presenting these thoughts on this topic they are presented as suggestions for your thoughtful consideration and nothing more.

Purpose of Investigation

The aim and objective of this type of investigation is to develop factual information concerning the character, loyalty, reputation, associations of the applicant, and organizational affiliations of the applicant. It is necessary to keep in mind that the investigation is conducted in a completely impartial manner. Too often it is erroneously assumed that all the investigator is interested in discovering is derogatory information concerning this applicant.

Certainly there is interest in determining if there is unfavorable information in the applicant's background, but there is an equal interest in determining the favorable factors in the applicant's background. An investigation of this type is not a one-sided affair. The investigating agency has the function of fact finding, and after the facts are developed concerning the applicant's character, reputation, loyalty, associates and organizational membership, these facts are presented to the employing agency. No recommendations are made by the investigator or investigating agency and, neither are opinions expressed.

In view of the above I would suggest that the way to function most effectively is to furnish all factual information in your records as known to you, that concerns the person under investigation. The question or objection may be raised of "how does this protect the student?" It is certainly possible that such information may tend to hurt the student in the sense of preventing him from being hired. It tends to hurt the student much the same as the teaching faculty members hurt the student by flunking him in a course. I do not think that this thought prevents the instructor from giving the failing grade when it is deserved.

The effect of the grade on the student's graduation or future employment depends in large part on whether this is an isolated instance or whether it is just part of a general pattern of achievement. Ultimately the student is the one who determines to what extent, if any, his performance and conduct both in the class room and in his extra-curricular activities will hurt or help him after graduation.

It is a mistake to assume that membership in one organization or affiliation with one group involved in subversive activity will automatically disqualify an applicant any more than failing in one course disqualifies him for graduation or subsequent employment. The record the student leaves behind is the sum total of his action and achievements, scholastic and extra-curricular, and there is no more valid reason for covering up information concerning a student's character, reputation and loyalty than for covering up or withholding information concerning a student's scholastic record.

Let us consider briefly the situation where a student, according to records, was listed as a member of the local chapter, some 13 years ago, of the American Youth for Democracy (AYD). The file with the record of this student's AYD membership is in front of you and also the investigator from OSI of the Air Force, or other government agency, is in front of you. You never knew this student personally and likewise you do not know the extent of this student's participation in the AYD or his motives for becoming a member. You do recall that the AYD has been cited as "subversive and communist" by the United States Attorney General.

The question is raised in your mind as to whether you should disclose this information that student X was a member of AYD, because of your lack of supporting information. The question is also raised in your mind as to whether this kind of information could have any logical bearing on this former student's suitability for a position with the U. S. Government or a civilian research company doing contract work with the government.

It is rather important that we come up with the correct answer to these questions as each of us as individual citizens has a stake in the welfare of this country. There is a responsibility owed to the individual student who is the subject of the inquiry to present a fair and accurate statement of his record, activities, and conduct while a student on your campus.

What is the true significance of the student's membership in the AYD? The individual in the best position to evaluate the significance of this information is the person who has available to him all the factual information concerning this student's character, reputation, associates, loyalty and membership in organizations and who knows the nature of

the employment or type of clearance this former student is being considered for. In short, the employing agency.

If this student was active in a subversive group while on another campus this affiliation with the AYD while on your campus certainly has more significance than if it were an isolated interest or activity. The point I am trying to make is this; that the personnel dean, in the majority of incidents of this nature, is in a relatively poor position to evaluate the significance of the information. This is so because generally much that has gone on before that student's appearance on your campus and much that has taken place since he left the campus is just not known to the personnel dean.

The prospective employer, who has available to him a comprehensive report of investigation concerning the adult life of the applicant can much more accurately determine the significance of this membership and affiliation and place it in its proper perspective.

To better understand the scope of a background investigation it is helpful to understand what investigative steps are taken after it is determined that the applicant was a member of a group such as the AYD. In every instance information that is either already on file or information specifically developed through current investigation is obtained and transmitted as part of the investigative report for review so that a determination can be made (1) as to the extent of subversive control over the particular chapter of the AYD at the time of the applicant's membership therein; and (2) to determine the nature and extent of the participation of the applicant in the activities of the group.

Certainly there is a vast difference in importance between mere membership participation and leadership participation in the affairs of any group. This kind of information is developed in a number of ways. One method is through review of organization records if such are maintained. Another is by locating and interviewing people who were acquainted with the activities of the group during the pertinent period. Often times this involves persons who were also listed as members of the group at the same time as that of the applicant. A brief look at a few of the methods of investigation points up the need for the investigator to have available to him information and records concerning the organization, its membership and activities. If the dean's office does not contain this sort of information, I suggest that it should be furnished. One reason for this is that it is always more accurate to obtain information from an original source rather than to have to rely on hearsay sources.

The thought may come to mind that none of these questions raised above would ever exist if the personnel dean simply did not divulge any information about the

student's membership in this group. This objection might have some merit if you had some reasonable assurance that you and/or your records contain the only information that would link this student with membership in this organization. As a matter of fact, information ranging from the factual, to rumor, reflecting that the applicant has been associated with such groups, if in fact he ever was, has been or will in all probability be developed through the investigation.

This information is developed through inquiries made of professors, fellow students, neighbors, former landlords, associates, roommates, credit bureau records and other sources of information. These inquiries are made not only at the place where the applicant attended school but in his home town and every city or area where he has ever lived, worked or attended school during his adult life.

In addition there is usually obtained from the applicant at the time of application a complete and comprehensive personal history statement.

Where, you might ask, does the function of "serving the student" enter this picture? Precisely here at the point where you have the opportunity of disclosing fully and candidly the information that is a matter of record in your possession. Disclosure of this information will serve to verify that the student was in fact a member of this group during a certain period. The most important result however is that it will enable the investigator to make the necessary additional inquiries that will shed light on the reasons for this membership, and the degree and extent of activities and associations with the group. This is important as it is well known that a great number of students very innocently become involved as members or sympathizers with subversive groups. If such was the nature of this association, thorough investigation aided by factual information furnished by the personnel dean can serve only one purpose, that of helping to shed light on the true nature of that student's association with the group.

It is always better to obtain information from first hand sources rather than to have to go to sources that are several times removed. You as a personnel dean can serve your students by seeing that as far as you are able first hand factual information is made available.

CHAIRMAN MATTHEWS: Before we have questions, I would like to pass out these little briefs because I think some of you may want to leave before the end of the discussion. This follows a little bit along the lines here -- in fact, it is almost opposite to what we have been hearing, because in this particular situation there was a question of privileged communications, and the University of Missouri in this particular situation took the position that this information, which had been given in confidence, would not be

revealed to the prosecuting attorney, who was demanding it in a court situation.

So on the one hand we have just seen here -- certainly it is different, of course -- a rather strong case made for divulging certain types of information, and in this case in which we will distribute these briefs, we will see where a policy statement came out not based upon the law of the state -- I believe there is only one state that does consider privileged communications in connection with a guidance person or dean. I believe it is the state of Michigan, and that is reported in this brief.

I would like to ask, if I may, for the help of these two young men here in distributing these booklets because I do not want to carry them back to Missouri in the trunk of my car. Then we will have the meeting thrown open for questions regarding these two presentations here. So we will just pass these out. Some of you received these, and you may want an additional copy.

... Copies of the brief were distributed ...

CHAIRMAN MATTHEWS: As you raise your questions, and as you direct these questions to Charlie and to Joe, will you give your name and also the name of your school. Since the crowd is a little large, I would like to suggest, in order that we can get at least a geographical representation here in this room, if you would just raise your hands so that you might be recognized, and in this manner I will also try to keep the same person from raising four or five questions in case there is enough interest that all of you will want to raise questions.

Well, Charlie, are you ready?

DEAN GAMBS: Yes.

CHAIRMAN MATTHEWS: Joe, are you all set?

DEAN BOYD: Yes.

CHAIRMAN MATTHEWS: Who wants to raise the first question?

DEAN BURNS B. CROOKSTON (University of Utah): I would like to ask Charlie a question. How does the FBI make a judgment when to decide that a person is a security risk?

I presume if somebody belonged to AYD, for example, while he was a junior at X university, and had no other activities of this type, that would not constitute a problem. How are these judgments made?

DEAN GAMBES: The answer to your question is that the FBI, nor no other governmental investigative agency ever makes a judgment that a person is a security risk, that he should be granted a clearance. The FBI and other government investigative agencies conduct investigations on the background on the request of an employing agency of the government, or if they are to be considered for civilian employment that might require some particular security clearance. And the report of the factual investigation is submitted to that agency, and they make the determination whether the person should be granted employment, should be granted a clearance, but no opinions are expressed, no judgments are made.

DEAN CROOKSTON: Just the facts?

DEAN GAMBES: The facts are presented, any organization that they are linked with. As I pointed out, I was speaking about a group that has been cited by the Attorney General as subversive under a particular executive order, that sets up the provisions under which organizations can be cited by the Attorney General. And there are a number of safeguards required. It is not an arbitrary decision that is made. There are hearings conducted so that I am speaking of an organization that has been declared, under law, as subversive and cited by the Attorney General.

DEAN CROOKSTON: Okay. Thank you.

CHAIRMAN MATTHEWS: Any other questions in this area?

DEAN STAMATAKOS (University of Wisconsin): A question with respect to what you were just discussing. Once this information leaves the investigator's hands and goes to the necessary agency which is doing the hiring, how confidential is that information once it gets to that particular point? In other words, is there a possibility of this back-firing at one time or another later on?

DEAN GAMBES: There are several things that can be done in situations of that nature, and in most instances, if the investigating agent cannot guarantee that it will be kept as confidential -- and whether it is or it is not, depends on where it is going -- they will so state. The general rule is that any information that is furnished is kept confidential. If it is not to be maintained in a confidential classification, as far as the source of it, then the person who provides it is so informed, and they can make their choice, their decision at that time, as to whether to make it available, or under what conditions they would make it available.

DEAN STAMATAKOS: Can I follow this up with another one? If a personnel dean refuses to give out information concerning the student, say to protect himself -- maybe he feels

a little hesitant about it -- does the governmental agency ever go to the point of subpoenaing the information?

DEAN GAMBS: Generally speaking I would say no. Only in a case where criminal prosecutions is involved, and they would be developing information to be used in connection with a criminal prosecution. In that case the U. S. Attorney might request a subpoena and then the records, and whatever records and information was available would be subpoenaed in-to federal court, at which time the personnel dean would have to seek legal counsel and see what steps he should or should not take.

CHAIRMAN MATTHEWS: Over here.

ASSISTANT DEAN JOHN GILLIS (Illinois State Normal): Are investigators usually empowered to tell deans why they are making investigations, for what purpose? They do not often do it.

DEAN GAMBS: Generally speaking, no. I think that is probably one reason why there is a great lack of information as to what is taking place, and what use would be made of information of this nature.

DEAN GILLIS: Yes.

DEAN GAMBS: And why oftentimes I think it is assumed that really all the investigator is looking for is the derogatory information, so that if you say nothing, then you are protecting the student. But there is a real sincere interest in developing the information that reflects favorably on the person.

DEAN GILLIS: The sort of openness that you request of the personnel dean is not often forthcoming from the investigator.

DEAN GAMBS: It is not a two-way street with any great deal of traffic going both ways.

DEAN GILLIS: It does not seem to be.

CHAIRMAN MATTHEWS: I would like to raise one question, because I do not think it was covered quite fully here. I have been led to believe, in talking with different investigators, that they do have, they can subpoena, and that there is not much question about getting the information they want.

Now, in your eight years of experience, did you ever have to resort to a subpoena being issued, and how did it come out, if the subpoena was issued?

DEAN GAMBS: In my experience, at no time was I

ever personally involved in a request for a subpoena, and I know of no provisions for such a procedure to be followed in a background investigation that concerns one who is an applicant, or one who is being checked for a security clearance. And the only time that a subpoena can be obtained, to my knowledge, is if a criminal prosecution is involved.

Now, if it were criminal prosecution because of alleged subversive activities under the Smith Act, then the U. S. Attorney can request a subpoena through the court, and of course it would be honored according to law. But it is only if there is criminal prosecution involved.

CHAIRMAN MATTHEWS: Could we get a show of hands in the group here to show the present practice within this group in making available to the different governmental investigating agencies the information in a student's file. This may be going the full way, or giving certain information.

How many of the group here do make available upon request to officials like the FBI information from a student's file? Could we see some showing here? [Almost everybody]

May we see then, those who do not follow this practice?

ASSOCIATE DEAN JOHN W. ALEXANDER (Columbia College): I would just like a clarification of your question. It is one thing for you to keep your file in your hand, and really give everything in there, and the other thing is to say "look at it." I think that is an important differentiation.

ASSOCIATE DEAN FRANCIS A. GRAY (University of Maryland): Another question, what type of agency, federal, state or local?

CHAIRMAN MATTHEWS: I am thinking here of the federal investigating groups, such as Navy.

We did not quite get a show here, because there was a question here of defining the first question. Let us go back to this, if we may, just to get the mechanics of this straightened out.

How many turn the file over to, let us say, the FBI? Anyone do that? Two or three out of the entire group would be willing to turn it over and do turn the entire file over to the investigating official.

May we assume then that all the rest keep the file in their possession, or on their desk, and from that source answer the questions? Is this the general procedure? May

we see a show of hands?

DEAN ROBERT C. GOODRIDGE (University of Redlands): I turn it over, and there are exceptions when I do not.

CHAIRMAN MATTHEWS: It seems we have almost complete cooperation here with these investigating groups at this national level, isn't that the consensus?

DEAN GEORGE H. WATSON (Roosevelt University): You did not ask the question that I thought you said you were going to ask, and that is how many of us do not tell them everything.

CHAIRMAN MATTHEWS: It has been suggested we raise the question as to how many do not tell them everything that is in the file? How many are a little reluctant and hold back? Is this a fair way to state this, and try to be more than fair with the student? [Three or four]

DEAN WATSON: And with the investigator. We use discretion.

DEAN STAMATAKOS (University of Wisconsin): I think you have to qualify that question again. I think there are people here who would withhold personal counseling information, which would not necessarily be of interest to an FBI person or someone from the CIA. I think that is one of the reasons why a lot of people here are reluctant to raise their hands one way or another.

DEAN PHILIP A. TRIPP (Washburn University): I think the anxiety I feel about this kind of a problem arises from the fact that I am asked to give privileged information under the guise of privileged information with respect to the asker. That is to say, I think that the thing that makes me nervous is that an agent comes into my office and says, "I am a representative of the FBI, and I would like to know about George Silch."

If Sears & Roebuck came in and said this to me, I would say, "Well, why don't you ask the kid?"

Why is it that it is necessary for these agencies to operate on a kind of privileged basis? They cannot tell us why they want to know. I think the real anxiety that comes out of this situation derives from the fact that we are requested to give privileged information under the privilege of no explanation on the part of the asker. Why is that, Charlie? Is there some good reason for that?

DEAN GAMBS: I do not know if I understand quite what you refer to by "privileged information."

DEAN TRIPP: Well, any information about a student

is privileged information as far as I am concerned. I do not know why --

DEAN GAMBS: If it is a matter of record though.

DEAN TRIPP: If it is a matter of record, the record is with the student and with the institution. It is not with the FBI or anybody else. In other words, I think that there are times and circumstances when I can serve the student and my government, which I am anxious to do, and I do do, but I am nervous about it, because the government does not say to me, "Dean Tripp, we are considering employing this person in a sensitive position, and it is necessary for us to be absolutely certain about his loyalty," or something like that.

DEAN GAMBS: I think if you were to ask the reason for the investigation you would get at least that general statement, that it was for employment, or what the basis was. Not specifically what type of employment, what agency.

DEAN TRIPP: Why not?

DEAN GAMBS: Would it make any difference?

DEAN TRIPP: Well, there is always an implication, this is kind of a secret business, and we are not going to tell you this.

DEAN GAMBS: One reason they would not divulge the agency that is involved, it may well be CIA employment where this man's identity should not be known to anyone. If they were to tell all of the people that were contacted that this man is being considered for a specific job with a specific agency, it might seriously interfere with the effective operation with them.

DEAN TRIPP: This is a fairly scarce situation, I would suppose. I suppose the standard situation would be something less hush-hush than CIA.

DEAN GAMBS: It might be atomic energy commission employment. Certainly if an extensive background investigation is being conducted, it is safe to assume that it is some rather sensitive type position that is under consideration.

DEAN J. TOWNER SMITH (Western Michigan): I have gotten quite well acquainted with the FBI man in our area, and as he comes into the office and makes requests, we have turned over the information to him, and I have often asked him why he wants this information, and half of the time he will tell me, and the other half of the time he will say that he doesn't know, he doesn't know why he wants it. He turns it in to the main office.

DEAN JOHN W. ALEXANDER (Columbia College): I wanted to ask about a specific example, the kind of thing he is asking about, and get your comment on it. Suppose I have been assured from the investigator that the man is an applicant for a sensitive, responsible government job, and there is information in the file in one case, and I have had this sort of thing come up, where the man may have been involved in a fringe way in, say, a homosexual incident. There is a remote possibility that he may have been a homosexual, but there is no evidence, and the weight of evidence was for us to conclude that he was not.

In the second case we had a pretty clear case that he was, but he went ahead and graduated.

There are two examples. You have been on both sides of the desk in this situation. How would you handle it?

DEAN GAMBS: I would say, if the university took no disciplinary action, because they did not have enough factual information to take action, that it would be a matter that within your discretion should not be related, because really it is nothing but rumor or hearsay as far as you are concerned, if you did not have the evidence that he was so involved.

DEAN ALEXANDER: But I know of a few cases where a homosexual has stayed out of the way and behaved himself, and I know pretty sure he is -- one of my predecessors dealt with a man where they got out of it because the fellow agreed to stay away and go to class, and he graduated. No formal action was taken by the university because he had not offended anybody, except by his statement.

DEAN GAMBS: If it is not a matter of record in the file that he was --

DEAN ALEXANDER: It is a record in the file that he was.

DEAN GAMBS: Was involved?

DEAN ALEXANDER: Not involved in an incident, but he admitted to the dean that he was a homosexual.

DEAN GAMBS: I think it would depend on the circumstances, with the understanding between you two when he said it. (Laughter) There was not any significance to the way that was phrased. (Laughter) But I would say if this is the understanding, that this was a privileged communication, then one should respect the privilege.

DEAN ALEXANDER: A person interested in the government apart from being a dean, this is a delicate thing.

Supposing he is going into an intelligence situation, where I have talked to people in intelligence, and they want to be sure this is one of the things that is not present. So this is, I think, where it is incumbent upon the investigator to perhaps say whether this is really relevant or crucial to the issue in this.

DEAN GAMBS: Well, really those are the kinds of cases, I think, that the sound judgment and discretion of the Dean in answering these questions has got to be employed, and I do not know --

CHAIRMAN MATTHEWS: I think that is a good answer. We have lots of questions here. We will take this one, and this one.

DEAN GEORGE L. PLAYE (University of Chicago): I wanted to make a comment. It seems to me this is the very point at which we all squirm in our seats when we face the investigator. Originally you were comparing answering the questions of the investigator with respect to the personal life of the individual with the grades. They are quite different. Most of our records are terribly incomplete and terribly inadequate, and even membership in particular organizations, even though they look authentic in your case, they are twelve years old. They may have been just rumors. Maybe they have made a mistake in respect to that, and most of the information you are dealing with is of this nature.

DEAN GAMBS: If you did not have any faith in the record, I would suggest that it might best be the thing to do is to destroy it and not have it in your file.

DEAN PLAYE: Well, we are still counselors, as long as the student is there, and sometimes afterwards. You cannot very well destroy everything, because most of our situations do not have to do with a life and death situation of this sort. It is a real dilemma.

DEAN THOMAS E. BAKER (Cast Institute of Technology): Could you ask the group two questions. How many members of the group have more than one student personnel file? The second one, How many destroy the records after five years?

CHAIRMAN MATTHEWS: How many have more than one student personnel file? How many institutions have more than one?

DEAN ALEXANDER: After graduation?

CHAIRMAN MATTHEWS: Prior to graduation, how many have more than one file? How many do not?

DEAN BAKER (Case Institute): I think it points

up one fact, and that is that some of us who do not reveal everything have one file, and others have two or three, including secret, locked up files.

The other question is the destruction of records.

CHAIRMAN MATTHEWS: How many destroy their personnel records after a period of five years, or some similar time? The total record in your office for which you are responsible? Not the academic record. [Just a few] A very small number. We have a question over here.

DEAN JAMES E. WILLIAMSON (University of Houston): I want to testify in regard to a question he raised. About two months ago an investigator came in. I have forgotten what agency of the government he represented, but he was inquiring of me about a former student of ours, and there was something about the nature of the questions he asked, that I turned to him and said, "Well, sir, can you tell me for what purpose you are making this inquiry?"

He said, "I am sorry, Dean, I cannot."

But I said, "You have bothered me by the nature of your questions. I would like to know."

He said, "I cannot reveal that."

I said, "Can you ask your superior to reveal to me what this is all about?" He said, "I will relate your request to my superior." And in two weeks I had the complete record of what this man was after.

My former student had submitted to an agency of the government a purported transcript from my institution, showing that he had acquired a Master's degree in Engineering, when he had not at all. He had earned about nine semester hours in electrical engineering. But we got a copy of what he had turned into the government, a full transcript through the Master's degree.

CHAIRMAN MATTHEWS: There was a question here.

DEAN JOHN W. SHAINLINE (Gettysburg College): I would like to ask how many deans have been confronted with a situation like this, as an example: An Air Force investigating officer, who not only wanted all the information, but asked me to make an evaluation on the student as to whether I would recommend him as a security risk, which was not too bad, but he then wanted me to recommend as to whether this former student, who had been expelled from college, should be discharged dishonorably or undesirably from the Service.

CHAIRMAN MATTHEWS: That was a most unusual request, it would seem. Any comment on this question? Was there another question?

MR. FRANCIS WACKER (Executive Secretary, Delta Sigma Phi): One source of information, I think a lot of people overlook, which can be quite valuable is the student newspaper. That tells who went to picnics, and what not, and membership in organizations and so forth, and it is a public document thpe thing. Your librarian can send for them from any school in the country. They go back a number of years, and a lot of them will give that information. To an extent they are accurate when they mention who are members of such and such. Generally, they are accurate to that point. As to whether they are lambasting the school, or whatever their editorial comments are, no. (Laughter)

CHAIRMAN MATTHEWS: Are there any other questions now for Mr. Gambs?

DEAN WATSON (Roosevelt University): I have a general comment which amounts to a question to Charlie, and that is that I was a political science professor for nearly twenty years before I became a dean, and I know a lot of people in the U. S. government, including many who make employment decisions. It was certainly true during the period we associate with the name of the late Senator from Wisconsin, if there were the least item that could be interpreted unfavorably so far as security goes, then they would not take the person, regardless of the source, regardless of whether it was isolated or anything else. They were scared to death. And there are a good many of them who still feel that way.

You have given us a kind of idealized version of the way the thing works, and the way it ought to work and is intended to work.

DEAN GAMBS: I would say to my knowledge and experience, that is the way it does work.

DEAN WATSON: I know a good many cases when it did not work that way.

The other thing that bothers me is that this very virtue of not making judgments, also becomes a problem, because in many cases, at least of which I have personal knowledge, the FBI will not even make a judgment with regard to the fact itself. Now, the information is "unevaluated" which means that what was said by the neighbor who happens to have a grudge goes in there with the same neutral tone as a careful bit of information from a reliable file.

DEAN GAMBS: Have you seen that in reports -- written in that fashion -- that a rumor is set forth and it is described as unevaluated?

DEAN WATSON: Yes.

DEAN GAMBS: In FBI reports, or government investigative reports?

DEAN WATSON: I have seen it in some government investigative reports; I would not say FBI. I also would say that I have talked with a number of agents of various agencies.

DEAN GAMBS: Well, that is not acceptable terminology.

DEAN WATSON: Also those people get the files and use them, and they uniformly told me that the FBI assumes no responsibility for the information which it transmits. This is what somebody said. But there is no evaluation of the reliability of the source or anything else of the sort.

DEAN GAMBS: Well, in answer to that comment, I think it needs to be pointed out that every possible effort must be vigorously pursued to evaluate these kinds of rumors and obviously if, on its face it is unevaluated, it is not unacceptable and additional inquiry and investigation has to be done to find out what the basis for the rumor is, until every possible source has been exhausted. I do not say that the source is always found, but every possible effort is made to do that.

DEAN WATSON: But in your experience, when a bit of information of this sort, for instance, is obtained, there is no corroboration from any other source, but there is no contradiction from any other source, that statement would stand just as it was, with no critical comment, would it not?

DEAN GAMBS: Yes, but it would be shown that exhaustive investigative effort was made to prove or disprove it, and the information was not available.

DEAN WATSON: Yes.

DEAN GAMBS: So this is not just sitting there all by itself. It is shown that effort was made, and what effort was made to prove it, or to disprove it, and that it could not be done either way.

CHAIRMAN MATTHEWS: Charlie, I think you answered that very well.

DEAN HERBERT J. WUNDERLICH (Kansas State): In the same vein, is there a lawyer in the house? Suppose for example the sequence of thought as discussed a moment ago, develops into a situation where the individual loses a job from the federal government because of a communication from us. Were I a physician transmitting information about the operation, the surgery, I could be sued, even if it were the

truth, if it led to certain developments, socially or even legally.

Now, what is my obligation, even though I transmit, as I see it, factual information to an investigative agency, be they private, be they governmental, which leads to a loss of property right or personal reputation. What is my legal obligation, if I am sued?

DEAN GAMBS: I happen to be an attorney. I do not know whether I can answer your question specifically for you. First of all, it would depend on the manner in which this information came to your knowledge.

DEAN WUNDERLICH: Assume it is first hand. Assume I know it personally.

DEAN GAMBS: If the person tells you in the utmost confidence that he is a member of the AYD, or it is a matter of record that the ABC Chapter of the AYD lists so many members. That would make a great deal of difference.

If the matter reported is the truth, I would think that you would have very little to fear from the legal standpoint of being held --

DEAN WUNDERLICH: Yet the medical profession does.

DEAN GAMBS: But the information that comes into their possession, to their knowledge, is on the patient-doctor basis. It is protected by law.

DEAN WUNDERLICH: That is how I came into this.

DEAN GAMBS: That is a question I asked though. Was it a matter of record?

DEAN WUNDERLICH: This is personal. I know he is an alcoholic, personally.

DEAN GAMBS: Is it the truth that he is an alcoholic?

DEAN WUNDERLICH: I came into the information personally. I know he is an alcoholic.

DEAN GAMBS: If the information in your possession is in fact the truth, I would say that you would have no problem from the standpoint of legal liability for having divulged it.

DEAN J. TOWNER SMITH (Western Michigan): Charlie, I cannot see how he would have a problem anyway. Why would the FBI ever release that to make a court case out of it?

DEAN GAMBS: They would not willingly release it.

There would be a possibility, if there were a hearing conducted at which this employee was appearing before a hearing board, on a charge of -- I do not think that being an alcoholic would ever be the basis for a dismissal, but if the information could be the basis for a dismissal he would have certainly the right to know what the charges were, and in all probability would know the source, unless it had been specifically requested by the person that gave the information that it be considered in the strictest confidence.

DEAN SMITH: Could those FBI reports then be subpoenaed into a civil court?

DEAN GAMBS: They have never been. By ruling of the Attorney General, they have never been introduced into court. They have been subpoenaed. The attorney general is the one who fights the case in court, and they have never been subpoenaed. By Executive order they are confidential.

DEAN DONALD M. DuSHANE (University of Oregon): We had a case in which the case was dismissed because the FBI records could not be introduced in evidence.

DEAN GAMBS: They have been introduced in court in a case like that.

DEAN DuSHANE: They would rather have the case dismissed than break a confidence.

DEAN ALEXANDER (Columbia College): Could I ask a question which has come up here, only by indirection, in both of your talks. What about the student who has been dismissed by the college, and the parents are raising the question, the grounds of it, and to what extent are suits possible in this, and to what extent would a full record be brought forth?

I am assuming it may be in some cases confidential as to the availability of the first information that led to the investigation that led to the man's firing. Do you get involved in lawsuits over dismissals, ever?

DEAN GAMBS: I think there are probably some others better qualified to answer that.

CHAIRMAN MATTHEWS: John Gwin, is he still here?

DEAN GWIN: Yes, you can. (Laughter)

CHAIRMAN MATTHEWS: The answer is "yes."

DEAN ALEXANDER: How can I learn how to cover myself?

CHAIRMAN MATTHEWS: Talk to John Gwin. (Laughter)

DEAN STAMATAKOS (University of Wisconsin): I am rather confused as to who in the government investigates what? We get people from Naval Intelligence, CIA, CID, FBI, and so forth. Since you have worked with these agencies, could you possibly tell us who is responsible for what type of investigation and where this information goes?

DEAN GAMBS: I do not know how current my answer would be to you, but generally speaking, the FBI investigates applicants for employment where it is government employment and they will be in what is known as a sensitive position. The employing agency requests the investigation.

Now, many investigations that do not require what is called sensitive employment, and I do not know how they distinguish between the two, are conducted by the Civil Service Commission and completed by them, unless a serious question as to the applicant's loyalty arises, at which time Civil Service Commission investigators, by law, are required to refer it to the Department of Justice, who refers it to the FBI, because they have the responsibility for the internal security of the country.

Civilian employees of industrial organizations doing contract work for the armed forces are investigated by the investigative agencies of the Armed Forces, ONI for the Navy, OSI for the Army, Military Intelligence for the Army. CIA does some of its own investigating. Some of it is farmed out to Civil Service. Military agencies investigate military personnel, where there is a clearance required.

The FBI investigates in conjunction with Civil Service, under the rules I just outlined, but now they refer them back for Atomic Energy Commission, regardless of whether it is a civilian or military personnel. I can certainly see why it is confusing to people who are not in the government, and it is confusing to the people in the government who are involved in it.

DEAN DuSHANE: This may be a different tack. We have discussed so far government inquiries about security and immunity to blackmail, and loyalty, and the patriotism of the dean and so forth.

Suppose you have a record which shows financial irresponsibility on the part of a student, and the inquiry is for a prospective civilian employer who asks the questions about his honesty. Maybe a bank, or an insurance company, or maybe just an employer. What is your obligation here to protect the student from juvenile misconduct and its consequences, or to protect a potential embezzler from a situation in which he may be tempted beyond his capacity to resist? You may be serving the student well by divulging such information.

CHAIRMAN MATTHEWS: Does anyone want to try to answer this question?

DEAN DuSHANE: This is the judgment of the Dean, I suppose.

DEAN GAMBS: That is the only comment I would make. It is one of those situations where the exercise of sound judgment and discretion, knowing what the facts are and the whole set of circumstances, he has to make a judgment.

DEAN EDWARD VOLDSETH (University of Alaska): I have glanced through the brief of your case in Missouri, and I am still waiting for the other shoe to drop. What happened? (Laughter)

CHAIRMAN MATTHEWS: Can we summarize Charlie's cross examination, his presentation and cross examination? I would like to say, in the first place, I think we are indeed fortunate to have a person on the panel with Charlie's experience.

Most of us see these different representatives from a different position than from that of a colleague, when they come into our offices. I would like to summarize by saying that I think for the most part we all fall back on our -- I hope, good -- judgment when the various federal people come in to talk with us. In general, it would appear that there is a spirit of cooperation on the part of the deans, and one of wanting to be perfectly fair, not only to the sources seeking the information, but also to the student. I think that would probably summarize this discussion fairly well.

In answer to this question -- and then I hope we do not send Joe away broken hearted (laughter) -- I would like to say in connection with this brief, it went up to the Supreme Court, and as I think I mentioned, it became moot because it was settled out of court, and the only thing gained here was that the University now, after 120 years, has a formal statement, which it did not have, and will probably choose to maintain even if it means that the Dean of Students will spend some time in jail. (Laughter) And he has agreed to do that. (Laughter)

DEAN GAMBS: May I ask one question in connection with its being moot. On whose motion was it dismissed?

CHAIRMAN MATTHEWS: It was never dismissed at the Supreme Court level, as far as I know. The case was settled out of court -- and I do not know your law terminology here.

DEAN GAMBS: On whose motion? Was it on the motion of the plaintiff that brought the case against the university?

DEAN R. R. OGLESBY (Florida State University):
What you mean is, the litigants dropped the case? They
settled this among themselves?

CHAIRMAN MATTHEWS: Oh yes, the litigants.

DEAN GAMBS: It was not settled by the university?

CHAIRMAN MATTHEWS: Oh no, not at all.

DEAN GAMBS: They requested that the proceeding
be dropped?

CHAIRMAN MATTHEWS: No. No. I think there was
no request on either part at the Supreme Court level. This
is my impression, that it is still some place in the files
of the record there, and some notification went. But I do
not know whether it was a formal dropping, but I do not
think there was.

Now, as an attorney, you would know more about
this than I, but the record shows that the people who brought
the suit against the student settled out of court for a cer-
tain amount of damages, several hundred dollars. The pro-
cedure at this point -- the notification of the Supreme
Court -- I presume was only that the case was settled out
of court.

DEAN GAMBS: Yes. I guess I am not clear on who
the parties in this case were.

DEAN DuSHANE: I am no lawyer, but could I help on
this, maybe. The persons who bring the suit are the ones
who can ask that it not be heard, or it be dismissed, so
that if a settlement were obtained out of court, the ones
who brought the suit would have to ask that it not be prose-
cuted. Is that correct?

DEAN GAMBS: Yes. And one reason might be that
they had been paid a sufficient sum to satisfy them, which
I guess is my question.

CHAIRMAN MATTHEWS: That was the case.

DEAN GAMBS: Who would it have been that paid
that? Was it the defendant, the university?

CHAIRMAN MATTHEWS: No, the students, the indi-
vidual students.

DEAN PHILIP A. TRIPP (Washburn University): I
thought the county attorney brought the suit against the
university, and he would have to drop it, wouldn't he?

DEAN GAMBS: There were several parties involved.

CHAIRMAN MATTHEWS: Yes. Now you can answer this question, I am sure. This was ready to be heard at the Supreme Court level. Some time prior to the time this was to be argued at that level, the case was settled out of court. The voys involved paid a certain amount of money, several hundred dollars, we will say.

Now, at this point there was no formal action taken by the University as far as I know, and to my knowledge there was no formal action taken by the prosecuting attorney.

DEAN GAMBS: And the prosecuting attorney had attempted to subpoena your records in connection with another separate suit?

CHAIRMAN MATTHEWS: That is right.

DEAN GAMBS: And that suit was settled out of court, and the issue was resolved, and there was no longer any issue for the Supreme Court to hear?

CHAIRMAN MATTHEWS: That is right.

DEAN GAMBS: They do not decide academic questions.

CHAIRMAN MATTHEWS: That is right. They do not decide academic questions. But am I not right at that point, there was no withdrawal by the prosecuting attorney. That is the point I was trying to make.

DEAN GAMBS: That is correct. I did not realize there were two separate suits involved.

DEAN WUNDERLICH: I would like to know what happened now. Were there two suits or one?

CHAIRMAN MATTHEWS: There were two different suits. One was a suit by the people whose house was invaded against these students. Then the prosecuting attorney came to the university and demanded the records, the confidential records of the university -- what the students had told me. This case was delayed for over a year. Prior to the time the case was finally settled, the students were separated from the university and these suits were continued, and so on.

Now this went on through the courts up to the supreme court. The university finally decided, even though there was no law in the state covering this, they finally decided to carry it to the Supreme Court. The Board of Curators met and said, "We believe our position is correct, that this is considered privileged communication, so we will carry this all the way to the Supreme Court."

So then, in the period of the filing of the brief,

the case, the original case for damages was settled out of court, while this was resting at the supreme court level.

Then, as has been indicated here, the supreme court does not decide academic questions, so this stood at that level.

VICE PRESIDENT GRIP: I feel a little distressed about this kind of discussion. There have been a lot of cases across the country in the last few years, and we have been talking like a bunch of lawyers tonight, and I think we are missing the boat.

We have the material that you presented. We have the Lyle Schmidt study of the privileged communication as it pertains to a counselor. A CPA has a monograph coming out which details a great many kinds of court cases relative to universities and colleges.

I do not think this is the issue. The issue is, what are we trying to do, and what do we want to do? And in what instances does the law provide us the protection, or the power that we need, and in what instances are we lacking this power?

I am not at all happy with this discussion tonight because it seems to me the question really is, why should we release information about students? It is only a secondary question. What does the law say about this?

This is a position I think that we have arrived at in Commission II. Except for John Hocutt being so darned busy in court himself, we had hoped to be able to have drafted by now a request to a foundation for a study. The study was not intended primarily to ascertain what the law was. The study, we feel, must first address itself to what are our problems, what do we need, and in what instances do we have adequate legal protection, and in what instances don't we?

Now let me just point this out, because I think this is a very important project, and what I am trying to suggest is that the project is not really, it is only secondarily involved in the law.

Let me take it back to this previous discussion. We have been talking about the problems of providing information rather freely to investigators, under a peculiar status, and they come to us not with subpoenas, but with the awesome power of the federal government.

I would like to address a question to you, Jack Matthews. In view of the Michigan statute which you studied so thoroughly, and in view of the presentation which you made, which rested upon four points, other than the

Michigan statute, would you consider that you could, if a federal investigator came to your office, deny him any information about a student, legally?

CHAIRMAN MATTHEWS: Yes. My answer would be, yes I could.

VICE PRESIDENT GRIP: And in the state of Michigan, any school could do this very easily, could they not?

CHAIRMAN MATTHEWS: Yes.

VICE PRESIDENT GRIP: So that then the issue becomes, what are we trying to do? Why are we releasing this information? How much should we release?

DEAN J. TOWNER SMITH (Western Michigan): Jack, I am not sure about that, but I think the law in the state of Michigan is that the Dean of Men or the representative of the school shall not testify in court.

CHAIRMAN MATTHEWS: It is stated on page 17 of the brochure. The only state that has such a law pertaining to the privileged communications. We might read it for the record:

"No teacher, guidance officer, school executive, or other professional person engaged in character building in the public schools, or in any other educational institution, including any clerical worker of such schools and institutions, who maintains records of students' behavior, or who has such records in his custody, or who receives in confidence communications from students or other juveniles, shall be allowed in any proceedings, civil or criminal, in any court of this state to disclose any information obtained by him from such records or such communications; nor to produce such records or transcript thereof, provided that any such testimony may be given with the consent of the person so confiding, or to whom such records relate, if such person be 21 years of age or over, or if such person be a minor with the consent of his or her parent or legal guardian."

The position of the board of curators of the University was that had we lost out in this particular case at the supreme court level, there was going to be perfected a statute similar to this for our own state.

Well, can we turn now away from these last two questions. Are there any questions here in connection with Joe's presentation?

DEAN WILLIAM F. BANAGHAN (Southern Illinois University): You have related many questions in your presentation, indicating that we have many varying areas as to

just where do we stand. Then in summarizing the study, at the conclusion of this, you indicated that there were great differences of opinion as to just what was serious and what was not.

Now, at the moment, we do not know where we stand and with these big differences of opinion popping up, and with, I think, the increasing tendency to bring cases to court, I am wondering whether we are not becoming more and more in a very tenuous or insecure position, until we do clarify some of these policies?

DEAN BOYD: That is probably very definitely true. I think this would involve nothing that you would accomplish overnight. You might want to involve more than personnel administrators -- probably some students and faculty in discussing this.

The question discussed earlier as to institutional protection, we would not let a student matriculate with us unless he signs a pledge. It is a guide line of what we really expect of them in terms of how we expect them to behave. The precedents that you set, if you mean them to be so, whether you like it or not, are really setting a standard, and you cannot handle a case without the student body finally saying, "Well, this is the way they think." And that means that right off, unless you have thought it through, you have set a standard for them, whether you wanted to or not; just as we say, every time, in discipline, "We don't want to make an example out of you." But we cannot control that. Once the decision is made, the student feels "That was an example to us." We can tell the students we do not want to make an example, but in fact, this is an example.

I think these college kids are going to test you out and find out just how far we go, and what kind of reactions we make. Just as they peg professors on the kind of grades they give, they know pretty much about the resident counselors and/or assistant deans or deans, and how they are going to react to certain deviations, and they set this pattern and test you out and find out what will happen.

Thinking in advance and not having to impulsively decide is one of the bases on which you can develop respect and consistency, and trying to avoid the situation where you get the 4:30 call in the morning, and you try to decide, impulsively, "What can I do?" as you are going down to the station after being interrupted in your sleep.

I am not sure that is a satisfactory answer.

DEAN TRIPP: On the other hand, and pretty contrary, isn't the codification of our procedures the very antithesis of our work? I certainly agree that consistency is a very desirable goal, but I wonder if we are ever going

to obtain a consistency in our work, in light of the special circumstances in almost every case?

I think the point of reference we need is our own philosophical base, rather than any legal statements. I think codifications would defeat the very substance of what we are trying to do. I personally avoid them as I would the plague for that very reason. I think we must make ourselves clear, as professional people, as to the kinds of grounds we are proceeding on, and be consistent in that.

For example, I think the law giver role must be eschewed deliberately, and with all the force we have at our hand. Maybe that is not practical in a situation where you have 2,000 people milling around in a single building, but are we law givers? If we are, I think we had better say we are law givers. If we are not law givers, we should say succinctly we are not law givers.

DEAN BOYD: If I can answer that briefly, I was mainly referring to consistency and standardization of procedures and methodology in dealing with situations. To standardize the penalties for certain violations would be tantamount to turning your whole judgmental process over to a secretary to read a book and decide when they walk in what is going to happen.

I feel very strongly that one of the greatest contributions we make as deans is the exercising of mature and thoughtful judgment. I think really that is one reason why we get hired or get dismissed, in most cases, is whether our judgments are sound and bear up under the circumstances.

I would feel here that what I was referring to was when situations develop, we have worked out a rather standard procedure and methodology in dealing with it, and not deciding in advance what the given penalties will be. I think students are more and more penalty conscious, and in certain areas we are finding by letting them know what the normal penalty is -- not saying "this is the specific and final penalty" -- we are accomplishing certain ends. I could be criticized on this, but this is serving the purpose.

Maybe there could be three or four irregularities on your campus that you could say, "Plan to de-enroll yourself if that happens." There are several institutions that have it regarding alcohol, and in terms of moving traffic violations. They have made it clear, as a preventive move, you just de-enroll yourself when this happens. I would keep these though to a very definite minimum.

DEAN STANLEY C. BENZ (San Jose State): What role should the student court or student judiciary play in the handling of these student disciplinary problems?

DEAN BOYD: That is hard to be specific about, because we have as many different forms of student courts almost as we have institutions. I certainly would like to think the trend is toward self-government and involving more and more students. However, I think the dean of students' counterpart has to reserve the right to realize in certain cases this will not prove to be the best possible manner of adjudication.

But the student court, and the involvement of students, whether it be in fraternity living, in dormitory living, or any other variable that might divide the campus, is certainly on the increase, and I think most personnel administrators do not feel it is a removal of responsibility, but the inculcation of a sense of real opportunity to participate in something that is quite meaningful, and in the long run, regarding the decisions, certainly there will be mistakes, but we have made them too and will continue to make them. You have to live with a few mistakes, I feel.

In the long run, I feel you will be generally pleased with the results that they will give you in terms of adjudication.

DEAN ARNO J. HAACK (Washington University): I think that raises a technical question. When we do permit a student court or a dormitory council in that area to take an action, we are either delegating that authority administratively, or the practice would be that they make the recommendation and we take the official action. I suspect that a lot of us blur that point, and we might be a lot better off to have a clear delegation of authority, to show in writing, or to insist that the action is being taken administratively, but it will be taken under recommendation of the student approval.

DEAN BOYD: I think that is true. Too often the student groups think this is automatic, and it is not conferred upon them, and they forget this is administratively given to them and could be removed, and in many cases I think we have to exercise a certain review with certain cases.

CHAIRMAN MATTHEWS: May I say one thing here. I think one of the biggest problems we have in working with student courts and student organizations, including the top student organization on your campus, is to show them exactly where they fit into the total organization of the university, and once they can see that and understand that, then we are in a much better position than having them assume that they have some almost god-given authority they pick up out here, in the air, and this is theirs, and no one can challenge it.

But when they can see where they fit in, right through the top authority to the president's office, to the board of curators, then they understand, as you stated, Arno, that this is delegated authority, and their recommendations must be approved by the authority, under the faculty bylaws, that administers discipline.

Well, it is getting quite late. I think we would agree that this title was most misleading, from the presentation. Just so we all go away from here knowing what the title of this discussion was: "The Law, and the Dean as Investigator." (Laughter)

Then we find a series of presentations here which may be a little difficult to relate precisely to this topic.

If there are no more questions -- and I would not attempt to summarize further -- thanks for coming; and thank you gentlemen for appearing on our panel. (Applause)

... The Seminar III meeting recessed at ten o'clock ...

THIRD BUSINESS SESSION

Tuesday, April 4, 1961

The Third Business Session convened at nine-twenty o'clock, President Guthrie presiding.

PRESIDENT GUTHRIE: I would like to declare this third business session in order. We have an announcement first from the Conference Chairman Glen Nygreen.

CONFERENCE CHAIRMAN NYGREEN: Thank you, Bill.

First I would just like to say that John Shainline of Gettysburg College received word this morning about the death of his mother, and has had to fly home. So any of you who know him can write him.

There has been a larger sign-up for the luncheon this noon than we had anticipated; so to guide the hotel in placing them, I must ask you for a show of hands. How many of you who have tickets for this luncheon are intending to attend Seminar IV, "The All-Purpose Dean" with Dave Robinson and David Harris? Let me ask you to lower your hands; and ask for the other. How many of you with tickets are planning to attend Seminar V, "New Relationships in Student Religious Organizations," with Vic Yanitelli? Thank you very much. I will be able to announce the places later.

Now, program Chairmen make lots of errors, and this is an obvious one. There is a little too much scheduled for noon today. Is Joe Boyd in the room? Are you planning your meeting for noon today?

DEAN BOYD: That meeting is canceled.

CONFERENCE CHAIRMAN NYGREEN: Is Ray Hawk in the room? Cliff Craven? Cliff, are you still planning a meeting of Commission IV, Program and Practices Evaluation, at lunch?

DEAN CRAVEN: Yes, we were.

CONFERENCE CHAIRMAN NYGREEN: That is all right. Commission IV is still meeting. The Committee on Consulting Services is cancelled for this noon. They have adjourned, having completed their business.

VICE PRESIDENT GRIP: Glen, Hawk's committee is meeting at noon.

CONFERENCE CHAIRMAN NYGREEN: The Committee on Cooperation with National Student Organizations is meeting this noon. The Committee on Exchange of International Students, John Netherton? Not here. We will check that later. The meeting of Commission I "Professional Relations"

is canceled for this noon. They have completed their business.

The meeting of Commission III "The Development and Training of Student Personnel Administrators," will meet here in the Theater briefly at 12:45, with O. D. Roberts.

Mark Smith's Commission V, "Relationships with the Behavioral Sciences" will meet in El Pomar B; that is the righthand side of the El Pomar room as you walk in the door.

I wish also to announce an addition to this program, a special meeting of Commission II, which will meet in the rear of the Ballroom. Commission II is the Commission on Professional and Legal Principles and Problems."

I think that is all. Thank you very much.

PRESIDENT GUTHRIE: Carl Knox, did you have an announcement for the morning?

SECRETARY KNOX: There are rosters available of those in attendance at the registration desk. This was closed out as of three o'clock yesterday afternoon. You can pick them up at your convenience.

PRESIDENT GUTHRIE: We are delighted to have a representative, the President, of ACUHO here, Director Fred Schwendiman, Housing Director for Brigham Young. Will you stand, please, for us? (Applause as he arose)

We will proceed with the business of the day. First is the report of the Committee on Nominations and Place. It will be given by Dean Jack Stibbs.

DEAN JOHN H. STIBBS (Committee on Nominations and Place): Thank you, Bill. Gentlemen, owing to the absence of Don Gardner and Shorty Nowotny, the responsibility of Chairing the Committee on Nominations and Place fell to me.

First I would like to tell you about our deliberations in respect to Place. As you know, next year in 1962 we go to Philadelphia. In '63 we go to Northwestern in Evanston for our summer meeting in June, which we try to space every three years. Then in '64 we go to Detroit. So the task of our committee was to select places of meeting for '65 and '66. We had some very fine invitations.

We had one from the University of Washington, at Seattle. Don Anderson tells me that the University owns the Olympia Hotel, and the University gets five per cent on all liquor sales at the Olympia Hotel, and they thought this might be a great thing for the University if we had the NASPA members at the Olympia Hotel. (Laughter)

Then we had a fine invitation to go to Washington through Howard University. We had invitations from Purdue University. Another invitation -- we have had it in the past -- from Minneapolis that Ed Williamson brought to us. Jim Allen from Texas Tech came before us, and made a very eloquent plea to come to Texas Tech, to Lubbock, where they have their fabulous Union building, and a very fine hotel on a ranch twelve miles out of town. Ben David offered the University of Miami.

Washington, Purdue, Minneapolis, Texas Tech, and Miami were the invitations.

For '65 and '66 we ruled out the Middle West for the reason that we have just been to Columbus and we have coming up Northwestern and Detroit. So we put these off. Also the Seattle invitation we thought should not be considered for '65 because it would not meet the specifications of the three years span between summer meetings.

So after much deliberation we should like now to recommend, and so move, that the '65 meeting be held in Washington, D. C. in April.

PRESIDENT GUTHRIE: You have heard the motion. Is there a second to this motion to accept Washington, D. C. for April 1965?

DEAN O. D. ROBERTS: I second the motion.

PRESIDENT GUTHRIE: Is there any discussion?

DEAN SHELTON B. BEATTY (Pomona College): Mr. Chairman, is there no hope of going to Texas?

DEAN STIBBS: Well, sir, we debated very abundantly on the alternatives. We were persuaded perhaps that geographically Texas would be a little more interesting than Washington, D. C. But we felt very strongly, we made so many professional advancements in our Association and we have so many people in government and Foundations that we could call on to participate and work with us and know about our meeting in Washington, that I think this was the prime reason we decided on Washington.

PRESIDENT GUTHRIE: I understand also that the Texas possibility is very much in our thinking as the next meeting to come along. Other questions? Comments?

DEAN RALPH W. WRIGHT (Kansas State College of Pittsburgh): I would like to enter a protest against having this meeting in vacation times like Easter. I got a world of static at home for having to be away at Easter time. I think this is a professional kind of thing, and I think the institutions expect us to do this on institutional

time. I would expect that we try to avoid regular vacation periods, like a conference at Easter.

PRESIDENT GUTHRIE: I am sure this is in the thinking of the Executive Committee as plans are made for precise dates and we will try to avoid the Easter holiday time. What you have said speaks for a good many of us, I am sure.

Any other comments? The motion before us is to accept Washington, D. C. for suitable dates in April of '65. [The question was called] The question has been called. All those in favor say, "aye." Opposed, same sign. It is passed.

DEAN STIBBS: I would hasten to say that the committee very much (and I know we all do) appreciates the invitation from Lubbock and hopes that in the years following that we can accept that invitation.

I think our conclusion in respect to '66 had a bearing on Lubbock too. We debated between Miami and Seattle for '66, and we felt rather strongly in the end that members of our Association had never met in the Northwest, and decided on this, and thought that if we had Lubbock in '65 it might not be reasonable then to go west, or even farther west in '66. So our recommendation for '66, after the span of three years from Northwestern, is the summer meeting in Seattle. We so move.

PRESIDENT GUTHRIE: You have heard the motion.

DEAN WINBIGLER: Second.

PRESIDENT GUTHRIE: You have heard a second to that. It has been moved and seconded that the 1966 meeting be in June, in Seattle, Washington. I might say that this is a matter of great disappointment to John Truit and me. We expected to meet in spring vacation in Ft. Lauderdale, where the boys are. (Laughter) Is there any other discussion? [The question was called] The question has been called. All in favor of the motion say, "aye." Opposed, the same sign. It is passed.

DEAN STIBBS: Now in respect to officers and officers-designate of the Association.

First, in accordance with an understanding with the present officers of the Association, the committee for the first time was asked to consider and nominate a Program Chairman-Designate, who would be prepared then to work with Glen Nygreen this last year of his three year period of service, and prepare himself for the job, and to take over in '62 and to serve until '65. For this position of Program Chairman-Designate, we nominate Dean O. D. Roberts of Purdue.

PRESIDENT GUTHRIE: You have heard the nomination. Is there a second?

VICE PRESIDENT ANDERSON: Second.

PRESIDENT GUTHRIE: Comments? I would certainly like to make one. This is a tremendous responsibility which Glen Nygreen has carried so well for a three year term, with one more year of that term yet to go. Any other discussion? [The question was called] Ready for the question? All those in favor say, "aye." Opposed, the same sign. It is passed, and may I extend condolences and our sincere thanks to the Chairman-Elect. O.D., will you just stand up and let us give you a hand? (Applause as he arose)

DEAN STIBBS: For Secretary-Treasurer -- in this case the appointment this next year to serve from 1961 through 1964 -- for a second go at it, our hard-working and competent associate Dean Carl Knox of Illinois.

PRESIDENT GUTHRIE: Is there a second to the motion?

DEAN ROBERT R. ETHERIDGE (Miami University: I second the motion.

PRESIDENT GUTHRIE: Any comments? Again I would chime in with the comment you would want me to make, that we have had great service from Carl Knox, and Carl willing this is a proposal to extend a second three year term on him. Any comments? [The question was called] All in favor of the motion say, "aye." Opposed, same sign. It is passed, and may I ask for a standing word from you. (Applause)

SECRETARY KNOX: I hope this is not ironic. When I came from New Hampshire I was always concerned as to why they called Illinois the "sucker state." (Laughter) Dean Turner was 21 years in this role! And now I am taking on another three.

PRESIDENT GUTHRIE: Thank you, Carl.

DEAN STIBBS: For the two Vice Presidents-Designate, to serve in the year 1962 and 1963 -- and we would like to ask you to vote on them together:

Dean John P. Gwin, Beloit College
Father Victor R. Yanitelli, Fordham University

PRESIDENT GUTHRIE: You have heard the motion. Is there a second?

DEAN JAMES S. PEACE (City College) Second.

PRESIDENT GUTHRIE: Thank you. Are there any comments, or nominations from the floor? [The question was called] Ready for the question? All those in favor say, "aye." Opposed, same sign. Our special thanks to two new Vice Presidents-Designate. I think we would like to have them come up. The two Vice Presidents-Designate can be prepared to come forward for a hello, but wait.

DEAN STIBBS: In making the nomination for President-Designate we considered about more than 25 names. We have many able members of our Association who are worthy and competent to take the top job. In this selection we have tried to come down and agree on one name, and as you can appreciate, it is regularly a very difficult matter.

We worked in terms of screening these names down in terms of service to the Association, on Committees and Commissions, and experience as Vice President.

I want to tell you this, that one of the members of our committee who comes from a large institution held out until the very last, as a matter of principle, and did not agree with our conclusion. This was a matter of principle. He felt very strongly that it was time for us to have a president who was a dean at a small liberal arts college. This was only a matter of principle, the position that he took. (Applause)

Now, with this exception, and with every consideration for the member who was with us in a series of meetings, with this exception, the committee nominates Dean Jack Clevenger of Washington State University as President-Designate for 1962-63.

DEAN O. W. LACY (Trinity College) Second.

PRESIDENT GUTHRIE: You have heard the motion and second for Dean Jack Clevenger. May I make it obvious. Are there nominations from the floor? Comments or questions? Are you ready for the question? [The question was called] All in favor of the motion say, "aye." Opposed, the same sign. We have elected a "President-Elect-Elect" Dean Jack Clevenger, and I would like to ask Vice President Don Anderson to escort him to the platform for just a hello; and the two Vice Presidents-Designate, Father Vic and Jack Gwin.

... Applause as the newly elected officers came to the platform ...

PRESIDENT GUTHRIE: I would like to ask Jack to say just a word to this new team.

PRESIDENT-DESIGNATE CLEVINGER: Well, Gentlemen, with all the humility I have, thank you very much for this

great honor that you have paid me. I will do my best to serve you to the very best of my ability. Thank you.
(Applause)

PRESIDENT GUTHRIE: To wrap up the business in the affairs of Nominations and Place, I would like to ask Dean Fred Turner to bring in officially a change in the constitution which is presented for your consideration and action now. You will recall that this was brought to you as a matter of information only yesterday, so that you would have twenty-four hours to deliberate, in case you had any questions that you wanted cleared in your own mind.

This will be presented now by Dean Fred Turner.

DEAN TURNER (Proposed Constitutional Change): Mr. President, yesterday the Conference voted to place on the table a proposal to amend the constitution. I would like to move at this time that this item be taken from the table.

... Cries of "Second the motion" ...

PRESIDENT GUTHRIE: It has been moved and seconded that the item be taken off the table. Will you vote? All in favor of removing this from the table say, "aye." Opposed, same sign. It is before us.

DEAN TURNER: Mr. Chairman, Inasmuch as we have a much larger attendance this morning than we had yesterday afternoon when this matter was presented completely, may I make a brief explanation as to what is involved? It is two items from the constitution itself. The constitution may be amended by two-thirds vote of the members present at an annual meeting. That does not call for any previous notice, but we gave notice yesterday as to this change, and I think it is not an item that should cause any great controversy.

The proposed amendment is to Section 9 of the constitution, which reads:

"Section 9, Article IV: There shall be a permanent committee on Nominations and Place, consisting of those past presidents of the Association in attendance at the annual meeting, and three members of the Association elected by the membership to serve for one year. The method of election to be determined by the Executive Committee. The Senior Past President shall be the Chairman of the Committee."

This proposed amendment is to change the word "three" to "six", simply delete the word "three" and make that word "six." The reason is this:

At the present time, under what we have, the past presidents are all ex-officio members of this committee. At

the present time we have 19 living past presidents. Six of these have retired, six have moved on to other positions, and of the seven remaining who are available, we have had four of them here. The future does not look too bright because we will not have more than four or five of the past presidents in attendance probably at future meetings.

It seems desirable to increase the number of elected members to this committee. The change in the constitution is simply to change the word "three" members of the Association elected from the membership to serve for one year. The change is in the word "three" to change the word "three" to "six". The method of election will be determined by the Executive Committee.

Yesterday afternoon I explained one or two possibilities as to procedures which might be suggested, but I need not go into this this morning.

Mr. Chairman, I would like to move that the constitution be amended in Section 9 to delete the word "three" and change that word to "six." I make that as a motion.

SECRETARY KNOX: Second.

PRESIDENT GUTHRIE: This has been seconded by Carl Knox. Is there discussion on this issue? You understand the change in the constitution increases the three members to six. Otherwise the same provision prevails as it has been written. Any questions? One in the back.

DEAN MARK W. SMITH (Denison University): I would like to say one thing. Maybe it may be unnecessary.

I think there is a possibility that this motion may be perceived by some as supporting the feeling that some have held that a smoke filled room has operated in the Committee on Nominations and Place. I know this is not the rationale behind the motion.

I would like to say that having served on this for the past two years, there is no smoke filled room, and this motion should not be mis-perceived.

PRESIDENT GUTHRIE: This does not check entirely with the facts. Phyllis Stibbs told me that when she returned to her room after the committee had met that she had to find her way in through the smoke filled room. (Laughter)

But Mark's participation in this committee gives him an authoritative voice, and I think it is true. This is an attempt to broaden the representation on the committee and get the committee's work done.

DEAN TRIPP: With the provision that the committee

meet in rooms that are not smoke filled, I would like to call for the question. (Laughter)

PRESIDENT GUTHRIE: This is with Phyllis Stibbs' full support. (Laughter) The question has been called. All in favor say, "aye." Opposed, same sign. The motion is passed.

It is the plan of our business meeting this morning to hear from President-Elect Fred Weaver at this time. There will be a short discussion period following his remarks, at his request. Then there will be a brief pause, after which we will return for four committee and commission reports here in this same place.

Fred Weaver is a remarkable fellow. As I recall it, his first association with NASPA came in representing his dean at the Albuquerque meeting of NASPA, and he impressed the people at that time as he has impressed us as his colleagues since.

Fred is an academician with an interest in the field of history as a background. We have talked about the backgrounds of the deans. This is an academician dean.

He has recently distinguished himself and us with his new administrative position in the state of North Carolina with the state university system, and it is from this new position that he shares his time and efforts and energies as president for the coming year in NASPA.

I think it is a significant thing for NASPA that Fred has asked for time at the beginning of his presidential year, when he can expose to you some of his own ideas of leadership in NASPA and some of the needs in the organization, and when he at the same time asks for your ideas about the leadership and the task of NASPA. This is a sign of good leadership in this coming year, and I am delighted to present to you Fred Weaver, your President-Elect. (Applause)

PRESIDENT-DESIGNATE FRED H. WEAVER (Secretary, University of North Carolina; "The Leadership Role for NASPA"): Mr. President, Friends: What I want to do, rather than address you, is to talk with you and if possible elicit from you some participation in an evaluation of the Association, to see if we are on the right track.

I think it is a helpful thing, and a healthy thing to reflect positively on what it is this Association is trying to do. At the same time, I think it is important that we differentiate between a morbid and continuous self-examination on the one hand, and an occasional reflection upon where we are going and what it is we are trying to do, on the other. I think self-appraisal can be run into the ground. I do not have in mind that we should reconsider

the basis of our existence, or that we should call into question what the title suggests, the role of this Association for leadership. But I do think that as we embark on a new year, it would be profitable for us to devote this one business session to this subject.

Some of you will observe that my name appears twice on the program for this conference. Out of consideration for the program committee, I think I should say that I was asked to speak only once. I requested appearance at this time, because it seemed to me that since the Association had begun the practice of having a President-Designate, to use the impeccable pronunciation of our present President, that it would be a good thing for the President-Designate to have a chance to say something at the beginning of his time, instead of just at the end.

The reason for this obvious, that he can be assisted by reaction, expression of opinion from the members, and it will keep him from being totally out of touch with the membership of the organization.

Bill Guthrie concurred so heartily in this idea, that he first suggested that he share his time on the program at the first session with me. Fortunately it was not necessary to do that, and to have done so would certainly have detracted from the splendid address that Bill made as our President at that time.

This is not so lofty as an inaugural address, and it is not so grandiose as a valedictory. But there are some elements, I think, of both in what I am going to say, because as Bill Guthrie just said, I am in a way functioning as President on borrowed time. I ceased to be a Dean of Students the first of February, and I might reasonably have relinquished the Presidency to which I had been elected a year before, especially it might have been justified by the fact that one of the Vice Presidents could more ably have carried out the functions of this office than I might do.

Indeed, I could have made the shift in that way, just as I have at Chapel Hill, in a brilliant fashion, to a young man in the faculty there who will succeed to the position, who already has in fact, and is hard at work, and who I am happy to say, by special exertion in changing his plans and making a very special effort, is here with us for this meeting. Some of you have met him. His name is Charles Henderson, and I hope you will get acquainted with him, and I am very glad that he is here.

But there were compelling reasons in my mind why I should ask the Executive Committee to let me fulfill the term to which I had been elected, and so I am glad that they did.

Among these, first of all, is a deep and abiding attachment that I have to this Association and to the persons who compose it, its members. I think this Association has a peculiar responsibility in the world of higher education. It has a responsibility, more real than that of some other groups of educators. It has the custody, in so far as any one does, of values, which I consider preeminent in education and in educational institutions.

It has an importance far beyond the recognition that its members receive, in my opinion.

Finally, it has been twenty years of my life -- twenty years of my life have gone into the work at one campus, which is represented in this Association. I have for a long time exalted the work of Deans of Students and their confreres, by whatever title. I am pleased to do it in the coming year as the President of this Association, and I shall be pleased to do it in whatever relationships and opportunities I have in my new work in education in North Carolina.

I have been familiar with the so-called personnel movement from its inception. Bill Guthrie said a few minutes ago that I had attended a conference of this Association which was then called NADAM in Albuquerque. He did not tell you when that was. It was in 1940. There are precious few here who can say that they were at that conference, I expect, but it is worth saying, I think, that the few who were there are precious indeed, are precious to this Association and precious to my memory.

But from that association, even as a sophomore in college in 1935 when I started work in the administration as an FERA student, at twenty cents an hour, the maximum of \$20.00 a month -- I do not know how many of you can remember that -- and then as assistant to the business manager, working half a day each day, the last two years of my undergraduate experience, and then as assistant to the dean of students Francis Bradshaw, who was, Fred Turner will remember, associated with those men who formed NADAM back there in 1919. I feel that I have a direct connection with the men who started it, with Thomas Arkle Clark, Scott Goodnight and others whom I could name, and some of whom by their accomplishments since are worthy to be mentioned in the same paragraph, although they are still with us here.

In all my experience I have preferred NASPA above other organizations that I have seen. In fact, perhaps to my own disadvantage I have specialized in NASPA because I have not been one given to associational activities, or to conferences or to conventions. But what I have seen of this organization has so endeared it to me, by its manifest value and above all its supreme humanity, that I thought it was enough, if once a year I could come to these meetings,

fraternize with the members, participate in the proceedings and benefit from the wisdom and the perspectives of my associates in the work in other parts of the country.

In a word, I think this organization distinguishes itself primarily by the accomplishments in terms of humanity of its individual members.

Having already said that I have a narrow view of this world of educational associations, it might be pertinent to say something that David Rissman said to me after the meeting at Harvard, after he had participated in two of our sessions there. He said that of all the professional educational groups that he had ever known or had anything to do with, NASPA was the one that seemed to him to be most in touch with the reality of the problems and opportunities of young people seeking an education.

I think, coming from a man whose exposure to educational organizations is about as wide as that of anybody we could name, that is something worth having said about the Association.

If I were to try to characterize or to give my view of this Association out of my experience with it, I would say that in the time that it has gone from a dozen persons, gathered for the first conference, to something over 300 here at this conference, it has necessarily developed some traits of an institution. That is to say, it has become in some way case-hardened too. It has become an organization, it has become an entity in the great complex and array of professional associations of which there is such a large number in this country.

It would be inevitable that in such a change it would take on institutional characteristics, that it would develop the stresses and strains that come with change from such a small group of men seated around a table to this great assemblage representing a vast number of institutions from all parts of the very disparate nation, a wide variety of institutions, types of institutions, classes of institutions, from a wide variety of regions and sections.

My wife and I came out on the train this time. We had that experience which one always has I think in coming across the continent of the United States on a train, realizing how very, very different the life of a person must be if he should grow up on the plains of Nebraska, as contrasted with coming up in, say, the water laden lowlands of Buford, South Carolina. Necessarily there is a difference between a young man who comes up in the area of San Francisco, and the area of Olathe, Kansas; and necessarily there are differences of institutions and between these institutions which cater to the peoples of these different regions.

So this institution NASPA has developed these self-opposing characteristics just as does any institution; the church, an educational institution and even governments, as they become institutionalized, develop within themselves opposing tendencies.

Thus we have a combination here of a variety of regions and points of view and institutions contained within one association, and at the same time a variety of individuals, a variety of professional backgrounds, a variety of what you might call ambivalences, if not dilemmas, of the persons who find themselves being a dean or an assistant dean or a director of personnel, or whatever the title may be. This is brought out quite clearly in what Mark Smith had to say about his survey questions, and of course it is familiar to all of us.

So we have as persons, not only as representing regions, but as persons these ambivalences, as I call them. Some of us believe in a personal concept of this position, rather than an academic one.

Incidentally, I have to say at this point that some of the people at Columbia University would be quite amused and quite chagrined to know that I was described as academic by the President. (Laughter) I would like, if I may, in all fairness to the academic profession, to disavow any claim to that cognomen.

You have the academic point of view and the personal point of view, the scholarly versus the personal. You have the liberal on the one hand, an emphasis of the liberal approach, versus the specialized approach. You have the informal concept of this function as opposed to the professional. You have the individual -- we hear it spoken in times at these meetings. Someone will speak up from an intensely individualistic point of view, who believes that his only job is to represent back on his campus the things that he should represent there, and let the rest of the nation take care of itself, let the association simply be of value to him as he derives from its discussions values for his campus; as opposed to the organizational type, with some putting a heavy emphasis on functions of an organizational character.

So we have these differences in point of view, and if I were to characterize the history of NASPA, and NADAM before it, as I have seen it, it would be the constant theme of its history that it has contained within itself these opposing and differing points of view, which I have loosely characterized as ambivalences.

But this is the dynamic of the Association. It is in the nature of all associations and of all institutions that if it is to live it must have some thesis and antithesis.

It must have some dynamics, some left foot and right foot, some means of locomotion, some organic impulse that pushes it forward by pro and con and exchange of ideas, and yet which holds itself together by the the mutual enrichment and the mutual exchange of these different perspectives and these different ideas.

The task of course of any institution is, while resisting those things which would put its institutional existence above its substance, at the same time to exist so that it can conserve and perpetuate and exalt those values which come from both points of view, from all points of view.

That is the existence and the purpose of this Association. This dynamic constitutes a response to a variety of persons, a variety of points of view, and responses to a variety of situations, both in terms of our regions, of our purposes, of our institutions, and a variety of changes in the vertical scale of time, as we move from 1919 to 1961.

Let us call these changes, and not go into any statistical detail -- all of which is too familiar to us -- but let us recognize that educational institutions, as some one has said, like all shell forming organisms, make a new beginning each year, and no successive year is like the one ahead.

I believe there is no institution in the world more sensitive to this fact than an educational institution which is always catering to a changing population, which always begin anew in September, comes to a conclusion in June, and sees this cycle repeated year in and year out, and while it is being repeated, casts off its old shell and is developing a new shell.

These elements of change touch the students, the deans, the colleges and institutions, and the times, just let me say loosely, the times, the situation in which the world and the races find themselves.

Let us look at the dean, because it is in him that I am primarily interested. If you would lay down a good sized sombrero in most colleges you would probably cover up a half dozen deans. There is such a variety, such a diversity of us have the deanly title that you can hardly walk down the corridor without encountering two or three.

The title was long ago divested of ecclesiastical meaning. It has so proliferated that it has long lost its academic significance. But the kinds of deans we are, our breed of dean, originated in the disciplinary dean of the English universities. Our ancestry is from here. Our lineage in the American scene, where the deans of women, deans of men, deans of students, deans of personnel, and so on, are the remote ancestors of that English dean, in Oxford

or Cambridge. We find we came into existence when some president called on some teacher to assist him in the work of student relations.

Thus a fundamental ambivalence begins right there, where you have a teacher performing a presidential duty. The marriage of instruction and administration occurs there. And this has been characteristic of our psyche ever since.

We find ourselves, on the one hand as teachers, and on the other as administrators. I only point out that it is natural, that it is in our inheritance that we should be so divided.

There are patriarchs for us. There would be a debate as to who they are, but Fred Turner would certainly exalt Tommy Arkle Clark, and properly so, of Illinois. There is the famous Dean Briggs of Harvard who, although he was called Dean of the Harvard College, nevertheless had the commission from President Eliot of attending to student relations. That was his job.

We know of Christian Gauss, long a favorite in this Association, from Princeton. We know of Scott Goodnight, of Harry Carman at Columbia, Frederick Keppel, a celebrated dean of Columbia College. We could name more and each one that we would name we would find, I believe, is entitled to memory and respect for the reason that by his various means, by his various titles, by the work of his hands and his heart and his mind he had been able to safeguard to his institution that quality of individual regard for the students who came there for their educations.

This is the thing that distinguishes them. This is the thing that entitles them to our respect, and in some instances has gained for themselves immortality among educational people.

One of these whom I mentioned, Frederick Keppel, has written a book which I would like to suggest many of you may have read, the youngsters especially, which he wrote in 1918 called "The Student and His College." In all the reading that I have ever done, whether it be of a personnel, psychological, sociological, historical, or whatever character, Frederick Keppel's book "The Student and His College" was the best and most enjoyable to me.

Let me, as an aside, also suggest that no one fail to read the writings of Dean Briggs, his lectures to the freshmen, his essays about college life. Another one I like to think of because it meant so much to me, which is probably not on any personnel list, are the Chapel Lectures of Booker T. Washington, and his autobiography "Up From Slavery." Here are three great men, three great deans.

Frederick Keppel is the one who coined the definition which I liked best. "The point of contact," he says, "between the mechanism of the institution, on the one hand, and its human membership on the other, often between administrative literalists and common sense, is the dean."

Now this is a lofty concept of the dean's role, far above the definitions we usually hear in self-depreciation in conferences of deans. It is so lofty, indeed, that we know that it is not wholly true. It is at once an idealization of the job and an over-simplification of it. Immediately we think of this vision that he had, we think of the foul air of reality which comes to cloud the vision before we can even contemplate it.

I would like simply to apostrophize or to give some microcosm of the picture of life as it presents itself to us deans. This foul air of reality is not always foul, not always real.

The dean as the lordly-everything-else of the educational family, the dean of miscellany, this caricature of an individual who is neither fish nor flesh, but who is there and available for all things, the trouble shooter, the man who bales them out of jail, goes to the funerals, goes to the accidents -- I need not develop this notion, because you, each of you, can complete the metaphor and fill it out better than I.

We can talk of the disparate backgrounds of students, of the antics and escapades, of the ranges of ability, of the triumphs, of the tragedies, of the grief and the happiness, of the fact that our college communities constitute or almost constitute municipalities in the range of ages -- many of them are far from being children and have children of their own -- married and unmarried, foreign and domestic, Negro, white, Jew, Protestant, Catholic, all this shot through with the irrepressible, spontaneous, creative actions of young people constitute the medium of the dean. This is his province. This is his work. This is his opportunity. Whatever be the title, we can settle on Dean of Students as one that would represent the administrative officer in charge.

All of this is not only the dean's opportunity, but it is also his problem. It is not without difficulties.

As I have reflected upon them, it seems to me that there are two especially worthy of mention, as we think about how the dean himself has reacted to this change, this change in students, the change in institutions, the change in times.

Let me mention first of all the task in discipline. Not all of the dean's duties have to do with discipline of

conduct. He does many other things. Yet this is in a way the characteristic function of a dean.

In my twenty years by no rationalization, philosophical conjecture or any device that I have been able to invite -- sublimation, hiring of assistants, turning to psychiatrists, medical aid, assistance, student government or anything else -- have I ever been able to feel that I was not responsible for student discipline. If I am being too subjective here, I beg your indulgence.

Discipline -- and Christian Gauss affirmed this in a lecture he made to us several years ago -- is the typical and the essential function of the dean of students and his co-workers. The dean can make it his opportunity, or he can make it his cross. It invests him with a full time job -- repetitious, inescapable, sometimes trivial, often frustrating, but always basic.

Charles Eliot in addressing the faculty at Harvard some time during his long range of duty there, said, "The thing about discipline which I think warms the heart of all who have been charged with it" -- I read from his statement to the faculty -- "the petty discipline of colleges attracts altogether too much attention from both friends and foes. It is to be remembered that the rules concerning decorum, however necessary to maintain the high standard of manners and conduct which characterize this college, are nevertheless justly described as petty. What is technically called the quiet term cannot be accepted as the acme of university success. This success is not to be measured by the frequency or rarity of college punishments.

"The criteria of success or failure in a high place of learning are not the boyish escapades of an insignificant minority, nor the exceptional cases of ruinous vice. Each year must be judged by the added opportunities of instruction, by the prevailing enthusiasm in learning, and by the gathered wealth of culture and character."

This is a way of raising the issue of discipline, I think, into its proper perspective. This is a way of seeing Ft. Lauderdale in the view that ultimately must prevail in the dean's mind. This, as near as anything that I can think of, is the resolution of one of the primary problems of the dean. He must somehow manage, he must somehow make his peace with this responsibility, and he must, as any dean will tell you, do it in the sense not that it is a constant threat to himself, but that it happens to be his occupation, it happens to be his duty, and it can be a magnificent teaching opportunity.

The second category of concerns that I would attribute to deans are concerns having to do with status. Chancellor House, the man I worked for for so long, used to

tell me in my moments of discouragement, "Oh yes," he said, "student affairs is something the faculty puts to bed with the babies. You might as well face that." And there is some truth in that.

It is extremely difficult to raise up concern for student life to the importance that intrinsically it is justified in having. There is a tendency in the artificial concept of colleges and universities for things of paramount importance nevertheless to be relegated in station. That is a problem for all administrators, and it is a particular problem for the dean of students. Here again is something with which a dean of students or a dean of men must make his peace.

Mark Smith found out tentatively from his questionnaires that there is in the eyes of our social scientist friends no discipline which is suitable for becoming or for making a dean. There is no satisfactory field of study, no curriculum, no handbook, no stereotyped preparation. And heaven knows, we can all agree with that. It is not surprising that this should be the conclusion, because the responsibility, the concerns, are too wide, too broad, they transcend any discipline.

I do not mean to suggest that they are superior. I only mean to say that they are wider, there is more to it. Not more important; simply more extensive.

No one who believes in education can say that scholarship is secondary to anything in the university. It is the sine qua non, it is the primary thing. But if I may say so, without hurting anyone's feelings, I think it is rather unlikely that a scholar will become a dean. I think it is rather unlikely that a true scholar, a man who finds his rewards in research, in study, in the monastic cell, even a scholar of great breadth, it is rather unlikely, I think, that he would surrender or relinquish such a lofty, such a rewarding, and such a significant way of life as to become a dean, a dean of students, a dean of the college, or president of the university. I think the terms are mutually exclusive.

It puts a high meaning on scholarship for me to say this; it does not put a low meaning on administration. It is simply in the nature of the case that the rewards of administrative work are different, and that the rewards of scholarship are probably supreme.

I do not think that there is any conflict between administration and scholarship. It is the job of both to recognize that they are but obverse sides of the same thing and I think there is no particular conflict or competition between scholars and would be administrators, because the true scholar is not likely to compete.

I think that the word on this question was spoken by our associate, Bob Strozier, at the meeting at French Lick, one of the memorable things I have heard spoken by one of our associates.

"Too rarely," said Bob Strozier, "do we combine in ourselves the necessary ingredients of scholarship and administrative ability, yet an administrator who has no claim to scholarship cannot act with poise and security in an educational environment. Neither the technical jargon which we have developed in our fields, nor the slick techniques we sometimes take for panaceas, can replace the qualification of sound academic training. The issue is much broader than the mere achievement of academic respectability. The issue of respectability in an academic community is vague. Too often it is used to conceal the qualities unbecoming to those who teach. Competence, not respectability, is the issue."

To that I say, amen. The competence of the dean within his established area of responsibility and authority, and not his relative standing in comparison with the dean of the college of liberal arts, or vice president for academic affairs, or professor of English, or anything else, is the issue. Can you be a good dean? Can you do what a dean is employed to do? Can you do what by rights the dean is the primary one to do? That is the issue.

Well, as we have considered these problems, our Association, our confrerers, our professional associates, have done many things. Colleges have done many things; deans have done many things, and society has done many things.

If we would refresh our minds, and come back to that bench mark of the function of deans, of which Dean Keppel spoke, the point of contact between the mechanism of the institution and its human membership, often between administrative literalness and common sense, is the dean. It reminds us of his chief mission to preserve the personal individual regard for students pursuing an education, above status, above annoyances and the tedium which are characteristic of any important work. It reminds us of the nobility of the mission and it gives us the stimulus, through our associational activities, to do the best we can to fulfill this legitimate function, this legitimate task in higher education in America.

The university changes. It is no longer a great complex of libraries, laboratories, playing fields, and exalted professors combining their resources and influence to the benefit of the little student. The colleges change. They are no longer an assemblage of young people joining in a spirit of loyalty to Alma Mater, pursuit of happiness, extracurricular activities and fraternities and taverns belonging in a common spirit to one thing, one pursuit.

And the deans change. They are no longer a Harry Carman or Frederick Keppel or Briggs sitting with a blanket around his shoulders at the side of the playing field where unsubsidized amateur players compete, no stadium, lending players one side to the other. He is no longer that bearded humanitarian, sitting with his door open ready to spend the afternoon in his office or on the porch over tea. He is no longer Mr. Chips, if he ever was.

All of these things change. And we make responses, institutional responses.

Harvard has its house plan; Princeton has the preceptorials; Wisconsin has its house plan. Amherst, Swarthmore and now a myriad others have their honors programs, seminars. Florida State tries a concept of general education. Columbia, Harvard, Yale try another concept of general education. All are trying to imbue instruction with human and personal qualities and to make of the instructor not only a master of his subject but a model of a man, and to imbue the instructional function with these personal values. Many forces, many factors, many efforts.

Night before last President Benezet made the remarkable suggestion that deans of students might be called in by professors to advise them on how they were conducting their work as teachers. This has been tried, but not so directly. (Laughter)

Then the all-encompassing system of the personnel point of view. There evolved, as many of you know, the personnel point of view where in the face of these changes the dean decentralized himself. He took on appurtenances, parts, divided himself up into a bureau, employed numerous people, and hoped that he could somehow make prevail over the out-reach of all a common philosophy that there somehow could be preserved in this complex multifarious situation of great numbers, of great schools, colleges, institutes, and complexities, that there could be preserved to professors who are not solely concerned with teaching but of advancing the frontiers of knowledge, and at the same time advancing themselves, of grants, consulting jobs, extramural services.

The academic profession has been converted. The ancient notion of the professor as a non-mercenary, dedicated soul is as obsolete as the dean on the side of the athletic field with his blanket around his shoulders watching the unsubsidized players cavort. Every aspect of it has changed, but not all for the better.

But we have made efforts. The personnel system is one of them. We have made efforts to preserve in this new situation the values of the old dean, of Keppel, of Carman, of Gauss, of Tommy Arkle Clark, of dividing itself up in such manner as to adapt itself to the new situation.

I have not always embraced its precepts or its pedagogy, but nevertheless, in so far as any mechanism can be, it is the next best thing in the present situation, to an impossible thing, which is to go back fifty years in the history of higher education.

If all this is true of the past, let us consider for a moment the present. Let us look now at what is going on.

I spoke of students and the changes there. More of them! You cannot get them in the stadium for the orientation session. They have more. There is no comparison to the 61 per cent who had self-help jobs in the thirties, to the 40 per cent who have automobiles now. The girls. You cannot put three in a room because they have too much clothing. You cannot put three boys in a room because the hi-fi sets take up too much room. You cannot do the things that you did in a time of austerity, in a time of the most remarkable prosperity in the history of the world.

If we look at what is going on in terms of more money, we also see more costs, and we need more money. So there is a greater population everywhere, including the colleges. There is greater prosperity, especially in this country, and there is an all-pervading concern for national security.

The greatest single event I suppose in higher education was that achievement of the Russians when they sent Sputnik up, since which time the American nation, motivated by a sense of competition, has mobilized all of the resources possible in the interests of national self-interest, including the mobilization of educational resources, with all its ramifications.

Many good things have come of this. We might deplore the motive, yet we might be thankful of the great new stress on study, of individual research, of seminars, college entrance board tests, of the gradual climbing up of academic achievement, of the more studious characteristics of our student bodies, of more interesting good teaching, exalting the sciences, engineering, languages, teacher training, guidance and counseling.

Many good things have come in the wake of this fear, of this apprehension, of this anxiety. But let us not fool ourselves. It is not an unmitigated blessing, because there does lurk within the threat of national secondary status, the fear of being out-produced, and perhaps diplomatically outwitted by a competing nation.

There lurks the possibility that in our anxiety we shall take leave of some of the ingenious historic and the basic precepts of American education.

I do not think there is much likelihood that we will become too academic. I doubt if we will become a Munich; I doubt if we will become like the continental universities. I doubt if we will become so studious that extracurricular activities will disappear, or that deans of students will not be needed.

But I do think that this new situation, these new times, as we face the danger in our anxiety, in opposing something that we become too much like it; in opposing communistic materialism with capitalistic production, to become materialistic ourselves; in fearing that we are not studious enough in science, to become so bureaucratized, so in love with the credit average and the score above 650, and the other mechanistic ways that we have adopted to judge how we will admit students, and how we will teach them, and by what processes, it seems to me that this presents to this particular group of men a singular and significant opportunity.

No educator, I wrote in a recent statement, in his right mind can talk against studiousness or scholarship, but no dean of students in his right mind can fail to see that optimum education is constituted of more than studies, more than docility, more than conformity to the requirements of the curriculum, or to the exigencies of the national self-interest.

There is to my mind no greater need in this hour for educators and their institutions than to disassociate themselves from the accelerating forces of standardization and conformity, and to restore to themselves the creative and individualistic ideals which are fundamental to liberal education. And what is most pertinent, I know of no element in the family of American education more committed by its philosophy, more habituated by usage, more qualified by wisdom and experience to take the lead in performing this service than the Deans of Students and their counterparts in the professional group of educators.

I have characterized this Association, I have said what I have to say about my concept of the dean, and how this association may serve. I do not think that NASPA wants to become another entity in the over-crowded array of associations devoted to busy-work, and to depart from its traditional emphasis and its history of devotion to the essential purpose of exalting individual rather than collective values.

But in a sense, we have no choice. If we are to conserve the essential values to which we are devoted, if we are to continue the mutual aid to one another that we derive in this Association, we must survive. We must not default if we want to live. We must not fail. If the government or if smaller institutions around the country are developing junior colleges and community colleges, and

aspiring administrators the world over look to somebody to lead and to guide, and to do so not in the context of something alien to liberal education, but in the context of something essential to it, we should not fail to answer.

We should so sustain ourselves, we should so conserve ourselves, we should so maintain ourselves in our commitment to the historic values of our profession and to this association that we can render service, if called upon to do so.

The question is whether we can differentiate ourselves from some of the disadvantages, some of the shortcomings that have characterized the comparable associations. Do we have within ourselves something of inherent value, something that distinguishes us from the rank and file of functioning, educational, professional employees uninspired functionaries, in a great bureaucracy? Can we distinguish ourselves? Can we maintain our institution without taking leave of our fundamental values?

And if we are to do so in this day when the federal government and higher education are in our front door, if we are to do so when Africa and Asia and Russia are just outside our window, if we are to do this at a time when everything is right in the laps of anyone who would educate, we must preserve this association, and in order to preserve it, like a tree, we must bear fruit. We must render a service.

So my program for this Association would be to achieve just enough of that managerial, mechanistic character, to preserve itself, and not so much as to betray what in my conception the dean and any institution of deans are supposed to do. Specifically, I would say that the work of Bill Guthrie and his associates, Don Anderson, Carl Grip, Carl Know, and Glen Nygreen, should be carried on.

You have heard the reports of these Commissions. You have heard the reports of the Committees. You have seen the affirmation that we have made of the primacy of human values. You have heard Jim McLeod talk about the needs under the heading of Membership, to spread ourselves to vital institutions, and to include, I should pray, more women and more so-called Negro institutions, to make ourselves truly representative of higher education, to pursue the avenue of expression to the federal government through the committees and the commissions, to express ourselves and mobilize ourselves so we can talk for the deans and for our institutions, to cultivate the inter-associational relationships that Jack Clevenger, O. D. Roberts have been working on so hard, if necessary raise the money, and I would devote my time to doing that, to have the necessary meetings so that we could transact business between conferences, and have more leisure, more free time, for our

conferences, to extend the international out-reach of this Association so that we keep up with the developments abroad.

There are many others I could name. I will not get into that at this stage, but in the discussion afterwards we will -- perhaps we will.

I do not propose that we grasp the leadership in any sense, or that we make assertions beyond our deserts in reflection and wisdom, and not take opportunities to intrude ourselves with our advice or our suggestions upon anyone else, but by our deserving, by our contribution to the conception of the dean that we hear when someone prays an invocation at a banquet -- I have never heard anyone in an invocation, neither Vic Yanitalli, nor Jim McLeod, nor Father Ratterman, nor anyone else, pray for more effective coordination of our separate parts. They invariably affirm the duty of the dean to the individual student, to exalt, as best he may, the opportunity for education as it is presented to them in their relationship.

So I would say that we exalt through our mutual aid and our values just as we do at our colleges and our association, to teach, to serve, and to delight in the life of truth and action. [Prolonged applause]

PRESIDENT GUTHRIE: The stature of President Fred Weaver is evident in more ways than one. I think it is seldom that we have in the annals of NASPA a combination of the eloquence and the sincerity and the insight and the vision and the wisdom and the practicality that is represented in what Fred has said this morning.

We had left an opportunity for discussion, and if you feel this is appropriate, it is open to you to ask Fred questions, to let him develop any of the immediate steps which he outlined at the end of his talk. What is your wish?

DEAN STAMATAKOS (University of Wisconsin): I think anything after this speech would be rather anticlimatic, so I move that we adjourn.

PRESIDENT GUTHRIE: You have heard the motion for adjournment and I will accept this as a tribute to Fred Weaver, and I know you have thoughts of your own which you may contribute back and forth to yourselves or to Fred, or to the new leadership in NASPA.

We will assemble again in fifteen minutes in order to preserve the order of the day, and I see meanwhile that someone is asking for attention for a special purpose.

... Announcements ...

PRESIDENT GUTHRIE: May I ask that the Chairmen who will make reports at the business session, which will reconvene in fifteen minutes, come to the platform. They are Dean Ed Williamson, the Committee to Study Student Discussion and Action on Social Issues; Dean Ray Hawk, the Committee on Cooperation with National Student Organizations, Dean Joe Boyd, Committee on Cooperation with ACUHO; and may I also see Dean John Netherton at the front.

We are adjourned, and we will reassemble in fifteen minutes.

... The Third Business Session recessed at ten-forty o'clock ...

THIRD GENERAL SESSION

Tuesday, April 4, 1961

The Third General Session convened at eleven-five o'clock, President Guthrie presiding.

PRESIDENT GUTHRIE: We will hear first a report from the Committee on Cooperation from the American Institute of Architects. This report will be given by Dean Bob Goodridge, University of Redlands.

DEAN ROBERT C. GOODRIDGE (Committee on Cooperation with the American Institute of Architects): Mr. President, I am pinchhitting for a pinch-pincher. Dean George Brown, Carnegie Institute of Technology, who is Chairman of this committee was unable to attend this Conference. He asked Juan Reid, Colorado College, to Chair the committee. Juan, as you know, is Vice President-Designate, Host Dean, Co-Chairman of the Committee on Reception and Hospitality, Chairman of the Registration Committee, and member of the Committee on Counseling Services, and a member of the Committee on Cooperation with the American Institute of Architects.

Since I was the first committee member to register, other than Juan, on Sunday morning Dean Don Anderson, our Vice President, from the University of Washington, and Juan asked me to assume this responsibility. I might add that Dean Tom Baker, Case Institute of Technology, is the only other member of the committee attending this Conference.

The committee was most fortunate, however, for Juan had contacted Mr. F. Lamar Kelsey, who is President of the Colorado Chapter of the American Institute of Architects. Mr. Kelsey has had a great deal of experience in designing educational buildings. One of the recent and perhaps most noteworthy accomplishment is the College Union on the Colorado College campus here in Colorado Springs. A report of this has been written and will soon appear in college and university "Business."

Mr. Kelsey is aware of many of our problems concerning the construction of buildings, and is most anxious to cooperate in any way possible.

Arrangements had been made with Mr. Kelsey to meet with the committee Sunday evening. At this meeting Mr. Kelsey volunteered to phone Mr. William H. Scheick, Executive Director of the American Institute of Architects, Washington, D. C., and to meet again with the committee for dinner on Monday night.

At our meeting last night, Mr. Kelsey presented a letter to the committee with the information which he had obtained from national headquarters of the American Institute of Architects in Washington, D. C. This letter is well pointed, and so complete we would like to make it a part of the committee's report, and share it with you at this time. The letter is addressed to the Temporary Chairman of the Committee on Cooperation with the American Institute of Architects:

"First, I should like to tell you how much I enjoyed the privilege of meeting with you and your Committee at the Broadmoor last night. As a result of that meeting, I have prepared the material in this letter for your use at the meeting scheduled for this evening. I hope it will be of some use to you.

"This morning I telephoned Mr. William H. Scheick, Executive Director of The American Institute of Architects, 1735 New York Avenue, N. W., Washington 6, D. C. I requested him to provide us with any information that he had regarding past activities of your Committee in collaboration with the A.I.A. Mr. Scheick turned the matter over to our Research Secretary, Mr. Eric Pawley, at National Headquarters, who telephoned the following information to me this afternoon:

1. In the past there has been cooperation -- in some cases, rather extensive -- between your Committee and the A.I.A. One tangible result of this cooperation is a 40-page publication regarding college housing. This paper was published in three issues of the Bulletin of the A.I.A. in 1956. It is available from A.I.A. Headquarters in Washington at a cost of \$1.00 per copy, and Mr. Pawley tells me that there are several hundred copies still in stock.
2. It had been planned for the A.I.A. Committee on School Buildings and Educational Facilities to meet with your Committee Chairman, Dean George L. Brown, in St. Louis at the American Association of School Administrators' Convention in March. Apparently, there was some confusion on the date of that meeting and it was not actually held, but in his absence a number of items were discussed. Among these items were the possible publication of guide material for use in the planning of fraternity housing and possible papers on student unions. It would appear that these areas of research have not been as fully covered as many aspects of college housing.

At any rate, our Committee on School Buildings and Educational Facilities, under Mr. Pawley who is their Staff Executive, stands ready and willing to meet with your representatives. It would be possible for our Committee to establish a sub-committee which would work

directly with you and direct its efforts specifically toward college housing, student unions, food service facilities, etc. Obviously, with the population explosion having reached the college level, there will be a great deal of construction at the colleges and universities of the nation, and any research in this field would be highly worthwhile.

3. If efforts of our Committee should result in the preparation of papers for publication, the A.I.A. has several potential means of accomplishing such publication -- the first of which is publication of a 4- to 6-page "School Plant Study" in our publication, the Journal. More extensive studies may be published in the Journal as "Building Type Reference Guides." In either case, these may be reprinted for distribution to laymen. The Journal, itself, is distributed to all Corporate Members of the A.I.A. and many Associate Members.
4. Mr. Pawley noted that the National Administrators of College and University Food Services might also be interested in participating in such discussion. This group is composed of some 95 college food service directors.
5. Mr. Pawley suggested that there are several research papers now being prepared which might be of interest to you:
 - a) The Educational Facilities Laboratories, through a grant by the Ford Foundation, has commissioned Messrs. Lopez and Riker to compile a great deal of material regarding college buildings. Our understanding is that the E.F.L. does not plan to publish this material and it is possible that it might be published jointly by the A.I.A. or NASPA.
 - b) The University of Wisconsin, through their University Research Center directed by Professor William Kinne, A.I.A., is presently gathering material on the Big Ten Schools and the University of Chicago which may be of use to you.
 - c) The Division of Higher Education, U. S. Office of Education, is preparing a case-book on "Campus Operating Experience" under the supervision of Dr. Rork.
 - d) Walter Taylor, formerly of the A.I.A. Staff, has contracted with the Office of Education to write a manual of Building for College and University Administrators.

"I trust this letter will give your Committee adequate background material so that it may take effective action. The A.I.A. is pleased to have the opportunity to work

with your organization and the fine people who form its membership. We believe that such cooperation as this will result in improved facilities on college campuses.

Cordially yours,
S/ F. Lamar Kelsey, President
Colorado Chapter, A.I.A."

Without close and highly intelligent cooperative planning between architects and colleges, monstrously large residence halls, built with too little regard to student needs and satisfactions, will rise on scores of campuses. To avoid the costly defeat of building handsome hotel-like structures with inadequate provisions for the group and the individual life of the occupants, there is critical need for continuing, in both the imaginative and practical liaison among architects, deans and house officers.

The committee intends to maintain its liaison with Mr. Kelsey in order to develop better relations with A.I.A. It is our hope that this committee can work with equivalent committee of architects from A.I.A. We wish to recognize the interest and contributions that Dean Shelton Beatty of Pomona College has given this committee.

I have an announcement which is not a part of the report, which I have been asked to make.

Western Personnel Institute, of 1136 Steuben Street, Pasadena, California, has gathered together an annotated bibliography of student housing in colleges and universities. This can be obtained from them at a price of \$2.50. Thank you.

PRESIDENT GUTHRIE: You have heard the report. What is your pleasure?

DEAN ANDERSON: I would like the privilege of moving the acceptance of this report, and at the same time to say a special word of thanks to Bob for the job he has done on extremely short notice. He took over the task as substitute Chairman here only Sunday afternoon, and I think it speaks well for him and his committee, the job that they have done in submitting this material to us.

PRESIDENT GUTHRIE: There is a motion to accept the report.

DEAN WARREN H. SHIRLEY (Florida A & M): I second the motion.

PRESIDENT GUTHRIE: May I just add a word of appreciation to Dean Juan Reid, Host Dean, who has been of great assistance in helping to keep us in touch with an architect here in town, and this is quite evident in the

report. It is very helpful. Any other questions, comments?

DEAN TURNER: Mr. Chairman, this is an outside group with which it is very easy to maintain a good relationship. For a good many years mention in the Newsletter was made of Walter Taylor, and for many years Walter Taylor was invited to attend our meetings -- did attend, really. He did not come for just a half day. He came and stayed throughout the entire meeting, and stayed around and consulted with our members on anything they wanted to talk about.

Some of you will remember at the Roanoke meeting we had a big afternoon, all afternoon session, that Mr. Taylor put on for us. Bill, I think you were a member of the committee, weren't you?

PRESIDENT GUTHRIE: Yes, and Paul Morrel, architect, was involved.

DEAN TURNER: Yes. We were talking about dormitory construction and the details of dormitory construction. I would urge that we maintain a closer relationship with this organization again. I think Mr. Taylor is retired from active duty. He was the educational adviser to the A.I.A., and he must have worked with us for ten or twelve years, at least, without fail. He appeared at every meeting, stayed through the meetings, worked with us, and corresponded, and he was the man who worked out with Ted Baldwin this booklet on College Housing that was mentioned in the report. That is still available and it is a timely book, and it is a good one. I thought they were out of print, but apparently some are still available. It is a good book, and well worth getting.

I would urge that we maintain a closer relationship with the A.I.A. again. Anyone who wants to show the slightest friendship to them will just get it back full measure.

DEAN NOBLE HENDRIX (University of Miami): Mr. Chairman, I served as Chairman of that committee, I believe for two years. I would like to add my congratulations to the present committee in getting as much as it did, for after rather repeated and strenuous efforts, what we have missed is the interest in this Association that was expressed by Mr. Taylor.

I tried the most tactful way to indicate that if the A.I.A. was interested in getting a re-study, as of the present time, of the fundamental factors that would need to be in a dormitory building, that this organization would offer its services with regard to a questionnaire study, or by any other means suggested.

The offer of cooperation has been steady, Fred,

ever since, but what we have missed is someone like Taylor in that organization, who would work with us. I would like to congratulate the present committee on getting that letter.

PRESIDENT GUTHRIE: Thank you. Are you ready for the question? [The question was called] All in favor of accepting the report say, "aye." Opposed, same sign. The report is accepted.

I wonder if the Secretary-Treasurer, Carl Knox, ought not to inquire about the availability of maybe fifty of these remaining copies of the publication, the supply being limited now to 100 in the A.I.A. office, as I understand it. That might take care of our immediate needs.

We will move on to a report of the Committee on Cooperation with the Association of College and University Housing Officers, and it will be given by Dean Joe Boyd of Northwestern University.

DEAN JOSEPH B. BOYD (Committee on Cooperation with the Association of College and University Housing Officers): Mr. President, the purposes and membership of our committee are noted in the program.

During the past two days the committee has been privileged to have had as its guest and participant, Mr. Fred Schwendiman, President of ACUHO, and the Director of Housing at Brigham Young University, Provo, Utah. The committee deeply appreciates his willingness to join us for our sessions and to join in the meetings of NASPA.

The committee is pleased to announce that Dean William Crafts of the University of Pittsburgh, is a member of the planning committee of the next ACUHO convention, and he also joined us for our sessions here.

The committee is also pleased to note that Dean Thomas Emmet of the University of Detroit, is a member of the planning committee of ACUHO.

The committee recommends the following:

1. That ACUHO become a full participating member of the Inter-Association Coordinating Committee.
2. That the executive committee of NASPA accept the recommendation of Commission I that a single liaison representative be named to represent NASPA to ACUHO.
3. That institutions holding joint membership in both NASPA and ACUHO plan to have personnel deans and housing officers attend each other's meetings, to promote the understanding of common functions and objectives. We also recommend that the NASPA conference chairman plan to include

sessions of mutual interest on a fairly regular basis.

4. That the committee on Consulting Services of NASPA contact ACUHO to obtain names from their membership that could serve as resource persons in the area of housing and food services.

5. That the deans of NASPA support the research efforts of ACUHO by cooperating in the return of all questionnaires under the sponsorship of that group.

6. That the executive committee of NASPA consider the possibility of establishing a coordinating research committee for the Association, and that they particularly investigate what research areas can be jointly undertaken by ACUHO and NASPA.

7. That Commission III of NASPA explore with special emphasis the methods of entry and available training for those planning careers as housing administrators.

8. That in recognition of the fact that a few institutions are now placing all aspects of residence hall staffing and maintenance under the business office of the university, our present committee requests that a new committee and/or liaison representative investigate the implications of such procedures.

Mr. President, that completes our report.

PRESIDENT GUTHRIE: I wonder if you could all hear that? (Laughter) What is your pleasure?

DEAN SHIRLEY: Mr. Chairman, I move its acceptance.

PRESIDENT GUTHRIE: It has been moved we accept the report. Is there a second?

DEAN HOWARD V. DAVIS (Southern Illinois): I second the motion.

PRESIDENT GUTHRIE: Do you have questions?

DEAN ROBERT H. SHAFER (Indiana University): I would like to ask, Joe, what evidence you have for your last comment, that there is a trend that places all aspects of the housing, including the program and staffing, under business offices. I am under the impression that the exact opposite is the national trend.

DEAN BOYD: Well our committee, in terms of our deliberations and in talking, feels that the trend could be easily going the other way. We had specifically Utah and Purdue Universities in mind. There were others, such as Columbia University, as we understand it. We feel that

taking a positive or negative stand is not our role at this time, but the implications of this should be investigated because in many cases these institutions now find that their Dean of Men, Dean of Women, Dean of Students, is often removed from having to worry about the staffing or the problems in the residence hall. If this is a trend, I think we ought to give serious thought to all of its implications.

PRESIDENT GUTHRIE: I think the key to this is his last statement "if this is a trend." It is like having the first annual event on your campus. (Laughter) Are there other questions? Ready for the question? [The question was called] All in favor of accepting the report say, "aye." Opposed, same sign. It is passed.

We will hear now from the Committee on Cooperation with National Student Organizations. The report will be given by Dean Ray Hawk, University of Oregon, Committee Chairman.

DEAN RAY HAWK (Committee on Cooperation with National Student Organizations): Mr. President, Members of the Association: My report is necessarily short, not by design but by necessity.

This committee is one of the newer committees of NASPA. It is an outgrowth of a committee that formerly had the responsibility of cooperation with NSA.

As we understand our charge, as it was related to me by our Vice President Don Anderson, it was with the understanding that this committee was to investigate the role we might play with all national student organizations.

With this broadened responsibility, and because our committee members are widely separated geographically -- and I might add in other ways too -- we decided that we should try to determine what role we might play in this regard in so far as our Association is concerned. We thought, first, which national groups might we concern ourselves with?

In looking through the roster of various national organizations this raised many very interesting questions. Obviously, NSA is a group that we would wish to continue our coordinating activities. But what about such groups as the YMCA? What about various religious groups, and we are thinking now of groups like the Catholic Student Associations, as well as those representing Protestant and other groups. What about academic honoraries, Phi Eta Sigma being notable among these? What about service honoraries, Alpha Phi Omega representing this particular type?

We did form one conclusion, that we need not concern ourselves about fraternity affairs since we already have one committee working in this area. This was one concrete thing we were able to determine.

We speculated on another, and this presented more interest to the committee than perhaps some might wish to think, and this of course had to do with how should we relate ourselves to AWS, or perhaps the YWCA?

But as you can see, as we go through, looking at all of these various national student groups -- and I would like to differentiate here now, because we are having a seminar this afternoon which talks about national student government groups. Now, as we read these words, we have a very broad charge indeed.

What position should we take? We have asked ourselves this question, as committee members, and we ask it, thinking in terms of what interest you people might have. We are convinced that we are playing in a very delicate area. No matter what position we take as a committee, and recommend to you as the membership of NASPA, we are faced with: What influence this should have, or might have, on the institutions and their own relationships with these various national groups.

We realize that this is a delicate situation, and that therefore we might have to say it might not be of any significance whatsoever on an institutional basis, because your problems are unique, and we must recognize this.

We do feel, however, that there is great need for coordination. We are not sure with whom or how many of these groups we should attempt to coordinate. This is still a part of the work, and on-going work of this committee.

We have discussed, as we did yesterday morning briefly in our meeting with the committee and commission chairmen, the importance of the committee structure in approaching problems of this nature, but on the other hand, we recognize that perhaps within this structure there is need of the liaison officer. We feel, and I think our committee is unanimous in this belief, that many of these areas might better be represented by selecting a man who has specific interest, who can attend various national conventions of these groups, and serve as a liaison officer, and perhaps our committee then would be the group to bring together and report back to the membership of the whole.

In the matter of interpreting the role of our committee, and the Association, we are convinced that one of the gravest problems is that of operating from ignorance. We found in our own discussions that there was far more that we did not know than was known. Therefore, we propose to the Association that one of the first responsibilities of this committee is to, if you will, do a research job. We feel it might be helpful to the Association if we were, through the talents of our membership, to attempt to bring together the history, the purposes, the aims, the direction that these

groups have planned for themselves. We do not want this to be a Madison Avenue job. We want this to be an objective, succinct report which might shed some enlightenment upon the membership as to what these groups are, what they purport to be, and then perhaps we are going to be in a better position to move forward in what our relationship should be.

In summary, I would say that in the short time we have been operating as a committee, we hope, that come another year, we can report back in far greater detail than we find it possible to do now, but we do propose at this time to move along on:

1. The liaison officer approach, and
2. A research job that will help us determine with which groups we should coordinate, and how we should associate our group with them.

Thank you very much.

PRESIDENT GUTHRIE: Is there a motion to accept the report?

DEAN ANDERSON: So move.

DEAN ETHERIDGE (Miami University): Second the motion.

PRESIDENT GUTHRIE: Any discussion? There was a reference to the current information on the National Student organizations and you will recall that this probably will be included in a form of an annual yearbook -- a yearbook of organizations that are related to NASPA, and our special interests, including the National student organizations. So this would include the current officers for the year, the objectives of the organization, a little of the past history of it, its publications, helpful information which would keep us informed year by year of those who are related to the organizations that are of special interest to us.

DEAN HAWK: Very good.

PRESIDENT GUTHRIE: Comments? Discussion? [The question was called] The question was called. All in favor of accepting the report say, "aye." Opposed, same sign. It is accepted.

We will hear now from Dean Ed Williamson of the Committee to Study Student Discussion and Action on Social Issues, or by whatever revised name Dean Ed Williamson proposes.

DEAN E. G. WILLIAMSON (Committee on Student Discussion and Action on Social Issues): Mr. President, may I

preface my committee report by expressing my personal appreciation and gratitude first to Glen Nygreen for what I consider to be the best quality program that I have attended; and secondly, I would like to express my personal appreciation to Fred Weaver for his magnificent and highly sentimental recall and re-emphasis upon the humanness of our obligations and opportunities.

I am reminded of my favorite expression and concept of the function of a Dean of Students, and all personnel workers in educational institutions. Paraphrasing President Pusey's definition of the function of a teacher, which goes something like this: It is the function of the teacher to aid the student to develop beyond competence into full humanity.

I would like to play with that concept of "full humanity." It seems to me that that is essentially our mission. I am sure we do not accomplish it to the extent that we would like to, but we have not developed full competence. We may not even have developed full humanity ourselves.

The executive committee assigned to this special ad hoc committee the task of making a preliminary examination of the interest and the nature of the problem, and possible next steps concerning this universal phenomenon "students' expressions and actions concerning social issues." We might very well have used the qualifying adjective "controversial" issues. The modest, quiet discussions of non-controversial issues has never been a problem to a dean. It is only when the issues become radioactive, or someone thinks that they should not be permitted, that students are too young to play around with wild ideas, that we really get into trouble.

This committee, by correspondence, and in hurried sessions, has formulated two reports to you. Let me first identify the committee: Dean Armour J. Blackburn of Howard, Reverend Father Patrick Ratterman of Xavier, Cincinnati; and David W. Robinson of Emory.

Your committee prepared an eight page discussion outline detailing many of the implications, ramifications and possible results of a study of student personnel administrators' concern for students' discussion and action on social issues.

We distributed Sunday evening a number of these outlines of possible aspects and dimensions of the problem. I hope that if you are interested that additional copies may be available through Dean Knox's office. This outline served to focus the attention of many members attending the Sunday night discussion.

After about two hours of discussion, an overwhelming majority of those in attendance accepted the formal recommendation that the executive committee proceed to organize such a study.

Let me say that we agreed in the committee that this topic was of such magnitude and such sensitivity that we ought not to proceed as a committee until we had held an open hearing for those of you who wanted to express your opinion and give us some guide lines and instruction.

Our committee assignment from the executive committee specified that as an ad hoc committee we should explore the feasibility and desirability of the establishment of a NASPA commission which would study student discussions and action on social issues.

Report No. 1

Your committee makes the following recommendations concerning this study:

(1) A commission be established by the executive committee to continue in office until this study is completed.

(2) This study should concentrate principally on three aspects of the problem of students' discussion and action on social issues:

(a) To investigate and determine present practices of college and university administrators in connection with the varied methods used by students, individually and collectively, in the expression, verbal and otherwise, of their points of view, convictions, and desired actions concerning social issues, local, national and international.

(b) To investigate the legal and constitutional aspects of students' rights of expression and action on social issues in their dual capacities as students in the college as well as in their capacities as citizens.

May I say that this is, as you well know, very much a moot point. Some students are always claiming that they have constitutional rights and they do not seem to understand that they also have responsibilities as students, as well as rights and responsibilities as citizens. So we propose that the commission explore, investigate, and clarify the issue for us, I suppose in the fond hope that some day we may get a generation of students who understand their dual capacities. (Laughter)

(c) To formulate desirable principles which would serve as guide lines, when judged appropriate, for student

personnel administrators in connection with students' discussions and actions on social issues.

[Sort of a manual of rules of law, as it were.]

(3) The commission should be broadly representative of the several types, and geographic locations of colleges, and of various groups involved in this problem, including, of course, NASPA, the National Student Association, the American Association of University Professors, the American Civil Liberties Union, academic deans, professors of law, and political theory, and college presidents.

(4) The executive committee should endeavor to secure Foundation funds so that the commission may hold necessary meetings, employ technical staff for relevant studies, hold open hearings in different sections of the country, hold sessions for presenting its findings, and publish its studies, findings, and recommended principles of operation of administrators.

(5) At frequent periods the commission shall report to the executive committee and to NASPA national meetings its purpose, progress, and its tentative findings as well as its contemplated recommendations.

(6) The final report of the commission shall be reported to NASPA for information and action.

I believe I will pause here and ask that this first section be accepted before I read the second report.

PRESIDENT GUTHRIE: Is there a motion?

DEAN TRIPP (Washburn): I so move.

DEAN CLEVENGER: I second the motion.

PRESIDENT GUTHRIE: All right, discussion on this report given by Dean Ed Williamson? [The question was called] The question has been called. All in favor say, "aye." Opposed, same sign. It is passed.

DEAN WILLIAMSON: Report No. 2. This is in the form of a resolution, I should say:

NASPA recognizes that student personnel administrators share with fellow educators responsibility for the promotion of active student interest in current social issues.

BE IT THEREFORE RESOLVED that NASPA members should:

(1) Encourage the formation of mature student judgments by

helping to provide effective means for careful study, investigation, and guidance in regard to current social issues;

(2) Recognize the right of students to free association for purposes of discussing such issues, and of freely expressing and promoting personal convictions.

(3) Assist the orderly and lawful expressions of such principles by individuals and by groups as will further the democratic ideals of our society and the officially adopted, and prior accepted, principles of the institution with which they are associated.

If this is not clear, I should be very glad to read any further part. We are asking that NASPA go on record, and I hope that if this is adopted, it will be issued by Vice President Anderson to the newspapers.

PRESIDENT GUTHRIE: You have heard the resolution. Are you moving that this be adopted?

DEAN WILLIAMSON: Yes, I move the adoption of the resolution.

PRESIDENT GUTHRIE: It has been moved by Dean Ed Williamson. Is there a second to the motion?

DEAN LACY (Trinity): I second the motion.

PRESIDENT GUTHRIE: It has been seconded.

DEAN CLEVENGER: Could we ask Ed to read that again for us?

DEAN WILLIAMSON: Yes, I will be glad to. [Re-read Report No. 2, which is in the form of a resolution.]

DEAN MARK SMITH (Denison): Ed, when you say "NASPA members" are you referring to the representatives, or to member institutions?

DEAN WILLIAMSON: We are referring to the individuals.

DEAN MARK SMITH: Right.

DEAN WILLIAMSON: To individuals. Are there further questions about the first one, item 1? If not, I will proceed to second item. "Be it therefore resolved that NASPA members should:

(2) Recognize the right of students to free association for purposes of discussing such issues and of freely expressing and promoting personal convictions."

DEAN TRIPP: I wonder if "recognize" is the precise word? I would think the word "reaffirm" is more effective, inasmuch as I think our whole practice recognizes this. Is that a reasonable proposition?

DEAN WILLIAMSON: Would you object if we substituted the word "asserts"?

DEAN TRIPP: No.

DEAN WILLIAMSON: I have no objection to either one. Does any member of our committee have a preference, or any reaction? "Asserts" is a more aggressive word. I like to be aggressive on some things. "Asserts the right of students to free association for purposes of discussing such issues, and of freely expressing and promoting personal convictions." Does that satisfy you?

DEAN TRIPP: Yes.

DEAN WILLIAMSON: How do the rest of you feel? Am I being too aggressive?

DEAN ANDERSON: I prefer the "recognize" as you originally wrote it.

DEAN WILLIAMSON: Can we have an informal show of hands? Do you mind?

PRESIDENT GUTHRIE: Do you want all three words?

DEAN WILLIAMSON: All right, reaffirm, asserts and recognizes. How many would prefer "reaffirm"? Will you count them for me? Approximately 30.

"Asserts"? Eighteen. "Recognize"? This is the trouble with democracy. (Laughter) All right.

DEAN TRIPP: Narrow it to two and try it.

DEAN WILLIAMSON: Yes, that is what we are going to do.

DEAN MARK SMITH: I object to this. I think we are acting as a committee of the whole and rewriting a thing that has been studied. I do not think this is correct procedure. I think we accept it, or amend it, and we should have a motion for amendment, and not a show of hands on rewording, to change the meaning on our resolution.

PRESIDENT GUTHRIE: I think it is possible if we show hands on this, a choice of two words, that we are going back to the original; it is possible that it may go back to the original form. I think if it shows an expression in favor of an alteration, it would be correct to do as you say, to amend it.

DEAN DuSHANE: Bill, I wonder about "reaffirm."
When did we first affirm?

DEAN TRIPP: The constitution of the United States.

DEAN CLIFFORD J. CRAVEN (University of Oklahoma):
The point I would like to make is that it is not the business
of NASPA to recognize, reaffirm, or assert support of the
Bill of Rights of the United States Constitution.

DEAN WILLIAMSON: That is what the constitution is
all about. There is no provision in the Bill of Rights that
guarantees to students, and in their capacity of students,
the right to do this. This is where the confusion lies.
As private citizens they have the right.

There is a great deal of confusion on this point,
and we hope to clarify it.

FATHER RATTERMAN (Xavier): In our discussion of
this, in our committee meetings, the point was brought up
that it might be very embarrassing for us to issue a state-
ment at this time, when on so many of our campuses we have
been following exactly this procedure.

Therefore I like the change of the word to "reaf-
firm" because I think it has been affirmed actually on many
of our campuses.

PRESIDENT GUTHRIE: Do you mind if we continue
with the straw vote? Between "recognize" and "reaffirm."
How many prefer "reaffirm"? [They raised their hands]

DEAN WILLIAMSON: All right, how many would prefer
"recognize"? It seems to me that you would prefer "reaf-
firm." Now if you do not mind, I would like to poll my com-
mittee as to whether they accept this informally. Father?

FATHER RATTERMAN: Yes.

DEAN DAVID ROBINSON: Yes.

DEAN WILLIAMSON: All right, we can proceed then
in an orderly fashion and not get snarled up in Robert's
Rules of Order, which I detest anyway. (Laughter)

"Be it therefore resolved that NASPA members
should:

(3) Assist the orderly and lawful expressions of such
opinions by individuals and by groups as will further the
democratic ideals of our society and the officially adopted,
and prior accepted, principles of the institution with which
they are associated."

DEAN MATTHEWS (University of Missouri): Mr. Chairman, I have a question about what we have done in the past regarding the institutional membership. You have stated it and you have interpreted it -- I believe your reference was "NASPA members." Now, NASPA members are institutions, you see. And I think that would be inaccurate, and a better wording would be something like this: "institutional representatives of NASPA".

I think your statement would be inaccurate, although you did interpret it, although I think in the release to the newspapers it would be more accurate and more appropriate to say something about the institutional representatives, rather than NASPA members.

DEAN WILLIAMSON: Well, President Guthrie suggested that your point might be adequately covered if we said: "Be it therefore resolved that NASPA member deans should". Would that be satisfactory to you?

DEAN MATTHEWS: Anything would be satisfactory that is accurate.

DEAN WILLIAMSON: Well now, that is covering quite a bit of ground. (Laughter)

DEAN GILBERT O. HOURTOULE (Lafayette College): I assume that we have the authority to speak as institutional representatives from our colleges, so that I think the term NASPA is accurate, and that we should not keep changing the wording of this. Any dean who cannot speak for the school I do not think should be sent by the school. (Laughter)

PRESIDENT GUTHRIE: If you would forgive us a straw vote, let us just ask what an expression of opinion would show. The present wording is "that NASPA members should." This is a firsthand vote. The second will be on whether you prefer "that NASPA member deans should". Will you just show a hand vote between "NASPA members" as it reads now, or "NASPA member deans" as it might read, to accommodate this comment that has been made. First the preference is for the present reading "NASPA members" a show of hands. All right. Show of hands on "NASPA member deans"? I declare that the sense of the group, and subject to any judgment that a committee member would like to express in opposition to this. Do I hear any? We will accept this editorial change.

DEAN WILLIAMSON: Have you any question about the third one? Shall I read it again? "(3) Assist the orderly and lawful expressions of such opinions by individuals and by groups as will further the democratic ideals of our society and the officially adopted, and prior accepted, principles of the institution with which they are associated."

DEAN McLEOD: This is purely psychological. In reading it, some people never read beyond the first paragraph. If "lawful and orderly" appeared earlier in the statement, I think it would be more effective.

DEAN WILLIAMSON: You mean prior to No. 3?

DEAN McLEOD: Prior to No. 3. How it would fit in, I do not recall.

DEAN WILLIAMSON: It would not fit in, because the first point has to do with encouraging the formation of mature student judgment. You cannot do it -- well, you can do it in a lawful and orderly manner, (laughter) but I do not think we want to do it that way. (Laughter)

The second one is recognizing the right to free association. I do not believe it would add any clarity.

I think you are right in your pessimistic observation about the reading habits of the American citizens, (laughter) but I do not know where to do it. It is the orderly and lawful expression that we really want to emphasize. And we are obviously trying to cover those institutional requirements of a special character that have been lawfully established by the trustees. I do not mean to suggest that you cannot ever discuss and ask for a change of what the trustees have declared to be the institutional requirements and characteristics, but I think we were saying you ought to assist in the orderly and lawful expression, with due cognizance of the understanding that they have prior accepted principles, and you are committed to them.

DEAN McLEOD: If it were in a preamble, "In order that our students might give lawful and orderly expression to their convictions and beliefs, we assert," and then the next three follow.

DEAN WILLIAMSON: The President has suggested, and if my committee is in agreement, I would certainly concur, that you might wish to have this mimeographed and distributed and then acted upon tomorrow. (Applause)

DEAN ANDERSON: I so move.

DEAN WILLIAMSON: Again I want to avoid Robert's Rules of Order, if possible. (Laughter)

DEAN THEODORE W. ZILLMAN (University of Wisconsin): Ed, I would like to say this. Some of you fellows have heard me make this speech before. I think it is a shame that we come here to the conference and propose on the floor some very important and vital steps that we are taking without the rest of the membership having had a

chance to understand what is coming up, to think it over in the quiet of their room, to talk with some of their confrerers back on their local campuses, and so on.

I have asked that we do this thing in previous sessions, and I again ask, with all deference and respect to everybody concerned, please, cannot we see these things before we are asked to vote on them, so that those of us who are a good deal slower than some of the others of you can think through what it is all about?

DEAN WILLIAMSON: Well, now, that is not quite fair, because we did give you plenty of opportunity to express your opinion Sunday night in our open session.

DEAN ZILLMAN: All right, let me tell you. I got your little sheet before we sat down to discuss what you were going to discuss there. I am not fast enough to read in three minutes, and then partake in an on-going discussion and feel happy that I have done and contributed the best I can to what, again I insist, is a pretty important thing for this organization to be talking about.

DEAN WILLIAMSON: I suggest that as far as I am concerned personally, and if my committee agrees, I am agreeable to holding it until tomorrow.

I do not want to railroad things, and I do not like the implication that you are suggesting, that we are trying to railroad it through. We are trying to be very fair.

DEAN ZILLMAN: Ed, I have said this on other occasions. There is no attempt to personally vilify or traduce your committee. Far from it. I again respectfully request of NASPA to furnish us with an advance notice on important things that are coming up so that we may think about them before we are asked, in convention, to vote. Thank you.

PRESIDENT GUTHRIE: I think Chairman Ed's proposal here was simply this, that if you would like to have this tabled, it may be done. We will mimeograph the statement. You will have another 24 hours to look at this, which is the sequence of things following the open meeting, in which many of you participate.

If there is no motion to table, we will proceed with this last section and adopt it, if that is your wish. But the proposal has been made by the Chairman himself that we table this, if this is your wish. Now, what is your wish?

DEAN BEATTY (Pomona College): Why don't we hear the rest of it, before we make a decision as to whether we vote on it nor or have it mimeographed. I do not see why

we cannot have it mimeographed after we have heard it.

I would like to express my appreciation, prematurely perhaps, for the splendid work that has been done.
(Applause)

PRESIDENT GUTHRIE: It has been read in its entirety. We have been proceeding with reading it a second time, piecemeal, and I think if you want the third piece read, piecemeal, again, we will proceed with that.

DEAN WILLIAMSON: Might I suggest that I go back and read the entire thing so that you can get the entire thought. Report #2:

NASPA recognizes that student personnel administrators share with fellow educators responsibility for the promotion of active student interest in current social issues.

Be it therefore resolved that NASPA member deans should:

- (1) Encourage the formation of mature student judgments by helping to provide effective means for careful study, investigation, and guidance in regard to current social issues;
- (2) Recognize the right" -- I am sorry. That was "reaffirm." I do not want to be undemocratic and not recognize that you have amended it. (Laughter)
- (2) Reaffirm the right of students to free association for purposes of discussing such issues and of freely expressing and promoting personal convictions;
- (3) Assist the orderly and lawful expressions of such opinions by individuals and by groups as will further the democratic ideals of our society and the officially adopted, and prior accepted, principles of the institution with which they are associated.

DEAN ANTONE K. ROMNEY (Brigham Young): I move the adoption of this report as read by Dean Williamson.

PRESIDENT GUTHRIE: The motion is already -- is that correct? The motion was made and seconded for the adoption, for the acceptance of the report, so that we are still in a discussion period. [The question was called] I recognize the man on his feet.

DEAN HENDRIX: I would like to ask the Chairman simply about the word "guidance" in section 1, after your preamble, as to the meaning of the committee, whether this guidance toward the solution of the problem that is in the mind of the dean an acceptable solution, or whether it is

guidance in the process of mature study, and -- what have you there, Ed? -- in discussion?

DEAN WILLIAMSON: I am sure what we had in mind was a kind of teaching relationship with those students to help them find the facts and to use a mature kind of investigatory approach, rather than this popping off method. I would suppose this is what we had in mind as a committee. Am I right, the other members of my committee? Does that answer your question?

DEAN HENDRIX: The only thing that occurred to me was in trying to listen to you, where someone would pick some objection to what had been stated as the action of this Association, that there could be misunderstanding about that word "guidance."

DEAN WILLIAMSON: I think you are right. Would the other members of the committee agree to strike the two words "and guidance"?

FATHER RATTERMAN: I would prefer, as a member of the committee, that those words be left in, because I think it is an important responsibility, that we provide some guidance to these students. We do not just let them off on their own, and set up a situation in which they can just argue. I think we have a responsibility to guide both sides if it comes to a controversial issue.

PRESIDENT GUTHRIE: Certainly it is guidance in the professional sense. That is the simplest answer I can give.

DEAN WILLIAMSON: It certainly was not to take partisan sides in the issue itself.

PRESIDENT GUTHRIE: To be clear about this, as I understand Robert's Rules of Order, to which we have made some reference, the fact that the question has been called for does not end debate, and it would take a motion to limit debate for the purpose of bring the question before us, since there are people on their feet. If this is not your understanding, when you are elected President, you will have the privilege of making appropriate rulings. (Laughter)

DEAN W. P. SHOFSTALL (Arizona State): I would like to point out that this entire motion becomes a little bit woozy because it depends a great deal upon a phrase that was used, and that is "the democratic ideals of our society." It seems to me this is all based upon an assumption which was very well contradicted in a book which many of us have read, Murray's "We Hold These Truths," which presents the point that there is lack of consensus in America about what these democratic ideals are. So in a way, we are building this upon a foundation somewhat of sand. But maybe

this is our only alternative. I just felt that maybe this should be pointed out.

PRESIDENT GUTHRIE: I understand that is a comment and you are not asking a question.

DEAN SHOFSTALL: That is correct.

PRESIDENT GUTHRIE: All right.

DEAN WALTER B. REA (University of Michigan): Let me venture the opinion, Mr. President, that this is simply an acknowledgment of a condition with which most of us are familiar on our campuses. I think that many of us have been working toward this end personally and officially as representatives of our schools, not only with our organizations but with our well known campus newspaper issues.

I think it is highly timely and proper that NASPA go on record as it is about to do I trust. My only hope is to echo the sentiments of Father Ratterman that this announcement or presentation will not be construed by many people as a belated recognition upon our part of a responsibility, a desirability, which I think we all have to assist in making not only the expression possible, but possible in terms which will be acceptable and orderly. I think that is our responsibility. I strongly recommend the passage of this as it now reads.

PRESIDENT GUTHRIE: Other comments?

DEAN PETER H. ARMACOST (Augsburg College): I think perhaps we might wish to make specific something which is implied, when you talk about mature judgments and our providing professional guidance; and that is, if we are going to guide students we should take the obligation to point out some of the consequences of even orderly and lawful behavior.

For instance, in these days of FBI investigations, etc., even membership in the past may have consequences to the student. This does not mean we discourage this kind of behavior to the student, but they should at least know this and we as institution representatives should point it out.

PRESIDENT GUTHRIE: I would assume that the word "guidance" in general covers some of what you are saying.

DEAN ARMACOST: I say "make specific."

PRESIDENT GUTHRIE: I am reminded by the Conference Chairman that our luncheon arrangements are made for 12:15. I do not intend to ask you not to say something you want to say, but if we continue debate, I think it would be appropriate to delay action.

... The question was called ...

DEAN LACY: I move the question.

DEAN SHIKLEY: Second.

PRESIDENT GUTHRIE: The question has been moved. All those in favor of calling for the question say, "aye." Opposed, the same sign.

We are ready for the action on the resolution. The motion was to accept the resolution as it has been edited and presented in full to you. All those in favor say, "aye." Opposed, same sign. We will note that it was accepted unanimously.

DEAN DuSHANE: Without dissent.

PRESIDENT GUTHRIE: Without dissent recorded.

There is an announcement by the Conference Chairman.

... Conference announcements ...

PRESIDENT GUTHRIE: I note that we are adjourned.
(Laughter)

... The Third General Session recessed at twelve-fifteen o'clock ...

TUESDAY LUNCHEON SEMINAR IV
April 4, 1961

THE ALL-PURPOSE DEAN

The Seminar IV luncheon session convened at one-fifteen o'clock, Dean David W. Robinson, Emory University, presiding.

CHAIRMAN ROBINSON: Good afternoon! Gentlemen, being conditioned by Glen Nygreen to keep an eye on the clock, I would like to start with a moment or two of introduction, hoping that very soon you will be able to finish your pie and coffee.

You can connote the meaning of this topic this afternoon two different ways. The All-purpose Dean could well be the man who is the wearer of many different hats. I hope you were at the session yesterday when President Guthrie noted that that would be the emphasis upon which this presentation would be based.

I have noticed deans from large institutions here. The second way of connoting the subject could very well fit them, for although a dean at a small school does wear many hats, he is the disciplinarian, the director of housing, the director of counseling, the placement director, the orientation director, and all down the line; but also the dean of a large school, although he has a staff, is an all-purpose dean too, having to have cognizance of all of the ramifications of his duties.

Perhaps the most important thought, or story, or definition which could be used to introduce this topic comes again from Glen Nygreen, who in a little research went back into the definition of a dean. We have had so very many. According to his source, the word dean comes from Scottish origin. It alludes to geography, or geology, and the definition is this: "A depressed area through which everything flows." (Laughter)

With that as an appropriate beginning to the discussion of the All-purpose Dean, I would like to introduce the Dean of Men of Ripon College, Ripon, Wisconsin, Dean David Harris. After Dean Harris' presentation, we will have time for questions on his discussion, comments directed both to him and to other members of this luncheon. Dean Harris. (Applause)

DEAN DAVID HARRIS (Dean of Men, Ripon College): Thank you very much, Dave. This afternoon I feel something of Fred Weaver's ambivalence. I feel myself squarely impaled upon the two horns of embarrassment and inspiration. I must admit that I am embarrassed by the constant reference to the paper which will be read, and all of the

implications of scholarship and so forth. On the other hand, I am greatly impressed by the number of people who have talked about the All-purpose dean; the number is large enough to make me think that either there are more of them, or there are more people who have memories of one type or another of their own experiences with them.

In any case, the program today had its origin with Glen Nygreen, and prior to that it had its origin, I think, in the sense of many persons that felt there should be more in the way of program offerings for the deans of the small liberal arts colleges.

So this was set up without any attempt being made to distinguish large and small institutions, but rather to offer a chance to the people from small institutions to think more of their own problems. And this does seem to be one of the dimensions.

From all of the discussion that we have had here in the last two or three days, it seems obvious to me that the all-purpose dean, however you may define him, is a real entity. There are people who define themselves in this way and who in turn are perceived by other people in this particular way.

As a matter of fact, I suspect that among some of us there is a bit of competition as to the greatest amount of all-purposiveness in his deaning. We have a few challengers on this point, and I may give them an opportunity to present their cases after a bit.

We have those who do a little bit of coaching on the side. We have one dean who perhaps will wind up with the championship, who is acting as dean, and an all-purpose dean at that, on two campuses 300 miles apart. (Laughter) This should qualify for something.

I am not quite sure how the all-purpose dean got to be that way. I suspect the answer is largely by default, because if you go back to the days when the student personnel worker, or the dean, was a member of the teaching faculty as was pointed out this morning, who assisted the president in the administration of his institution, I suppose that in many of the colleges we simply have not moved beyond this concept, either because some of the smaller liberal arts colleges are conservative, despite the word "liberal" in their designation, or, also, many of them are impoverished and in addition to that there is not the need, there is not the pressure of numbers, and so forth. However, I want to come back to that in a moment or two.

In general, I think of two large areas, and perhaps I should have said "arenas", within which personnel functions are being carried on. They are obviously not

clearly defined, there are no neat boundary lines between them, but I do think of a kind of an institution which is large, which is probably a university in which many of the people working in the student personnel field are professionally, rather than academically, trained, who probably do not do any teaching, or at least not a great deal, who are primarily professional rather than academic men, and who are chiefly university rather than liberal arts in orientation.

As I say, I think there are these two areas. They can be defined in various ways, by the training of the student personnel workers, by the size of the institution, by the orientation point of view. And I cannot really think of good names to hang upon them, except that it seems to me in the one case we have the administration of student life, and perhaps in the other we have the development of relationships with students.

Certainly our field fits in beautifully with the whole area of higher education in America, because we have gone right along with the idea of proliferation. If anyone has been interested in adding, and empire building, and so forth, the student personnel workers have certainly done their share of it. All you have to do is look at the various kinds of deans and so forth that we have. Look at the various kinds of directors and associate directors, and you will see what I am talking about. We have directors of student employment, student financial aid, directors of housing, deans of counseling, directors of counseling centers, and we have even directors or deans of campus security, and things of that type.

As the field has grown larger this has been true not only in the field of student personnel work, but also in the curriculum of the university, because there too we have seen the developments. When someone wanted to do something a little bit different, he did it of course, and by putting in a person or two, he had a department.

The same thing happens, I think, in our particular area. And this whole business is reflected upward, if you want to give a dimension to it, upward and perhaps outward, and we see it in our institutions generally, with the kind of proliferation that is taking place. We see it in our nation, where many charges and counter-charges were hurled back and forth in the last election, all having to do with the sense of national purpose. And finally we see it in the division which exists in our world today. These divisions then do exist.

If we turn back downward, going the other way, if you do not like the direction of downward, then say inward, into our own students. We hear much in psychology today of personality integration, and we are concerned about a lack

integration. It seems then that the reverse must be true also, that there is a splintering, a fracturing here. So we see it both ways.

The proliferation in our own field, as I say, is perhaps typical of all of us in that, as I see it, it is in sort of the middle. It is partly symptom, partly cause, partly effect. It depends on where you come into the circle as to how you view it.

As an example of this kind of proliferation -- and you will note that what I am approaching is the idea that all of this, on some campuses, finds its way into one office and into one person.

Our candidate friend McElhaney, formerly of Ohio State and now of Carthage College, I think in anticipation of this meeting, gave me a dittoed sheet entitled "Duties of One Multi-Purpose Dean." I shall not read it all, but let me mention a few of his points: Member of the administrative cabinet, personal, academic, general counseling, both men and women, the dean of students, teaches of course in personnel and guidance, plus one other class, and a seminar on Africa. (Laughter)

He supervises freshmen orientation, including preparation and publication of the programs and the student handbook. He directs the testing program, not only in freshman week, but throughout the year, has overall supervision of all student health services, housing, food services, student organization, accounting, that is, and student union. He serves as adviser to the student council, he serves on the academic standing committee, the admissions committee, the education committee; he administers various tests, including the college boards, serves as foreign student adviser, and so on.

And this is one dean. This is what is happening then. As the institutions are becoming more complicated, both as an effect of the increasing complexity of our life and also I think as a contributing factor in it, so the personnel services become more complicated, and this has made us wear many, many, many hats.

Three hats, I think, if anyone were to refer to this particular number, would be considered the height of modesty for most all-purpose deans. Certainly they wear far more than that.

I should like to direct your attention for a moment or two now to what I think are some of the implications of all of this.

Without being particular psychological about it, I think it is rather obvious to everyone that the organism

does function as an entity, that we do not think of the religious man versus vocational. We do not really think, at least the psychologist, of the academic human being as opposed to the social. We cannot divide people up this way. And I am positive that every person in this room has had the experience of having the student come in to talk about vocational problems, which moves immediately into the area of relations with family, which takes them over into the problems with the girl friend, in turn problems of finances, and eventually marriage, and on, and on, and on.

I repeat then that we are dealing with a whole complex entity when we talk about the student as a particular organism. He is a complicated entity, in that he is made up of a whole group of individual needs, and these needs -- and this is not original with me, of course. This is Murray's theory -- these needs are interacting with, influencing, and being influenced by an environment, an environmental press. And what is the environmental press for the college student? I like to think that it is the community of scholars. The individual student exists in a social framework which has its primary relationships in the academic and scholarly areas.

How do we maintain this sense of community? If we do not necessarily have a sense of integration within the individual, or the student personnel services, how do we maintain this sense of community?

I think it becomes more and more difficult as our institutions become larger. A few days ago I happened to be looking through the catalog of a moderate sized university, not one of the enormous ones, just a moderate sized university. They list 54 people with the title of dean in one way or another, dean of something, assistant dean, associate dean. There were 54 of them in a relatively small institution. How, in this kind of a situation, can we maintain a sense of community? How do we get the lawyers to talk to the pre-med students? How do we get the English majors to sit down and have meaningful discussions, bull sessions, and so forth, with the pre-engineers?

I can tell you, it becomes more and more difficult to maintain this sense of community, and paradoxically, as it becomes more difficult, I think it becomes far more necessary.

I think that we have the problem then in our own bailiwick of maintaining a coherent press or environment, which we present to the student, just as we have this problem in the entire university.

The problems -- and you have heard many people speak to this point, including President Benezet the other evening -- we have problems, and I shall not enumerate them

all, but among them are: fragmentation and what I like to think of as trivialization. To put it another way, when we student personnel workers began dividing up the job, I think we began dividing up the student. And there comes a point when we have to put him back together again, and I like to think that this is what happens with the all-purpose dean. Whether we find him on the small campus, where it is obviously easier to find him, or whether we find him in the large institution, this I think is one of the things that needs to be done.

We can call the person who does this a Dean of Men, who we have been told for ten years is a vanishing breed, or a Dean of Students, or an All-purpose Dean, or a Multi-purpose Dean, but it comes back to the same point, I think, that we have to have someone who sees the student as a totality, who maintains a kind of individual and personal synthesis which may be, and I hope would be, reflected in his office.

Let me take this one other step, will you? I have not said anything about it as yet, but I think by implication it is obvious. A part of this task, of bringing some kind of unity and coherence out of the whole thing, is that of establishing and re-establishing our relationships with our academic colleagues.

We have heard much of that at this conference. Mark Smith's report, you will recall, pointed this out. This is another aspect then of the all-purpose dean. It is not merely that he performs all services to his students, that he wears all of these hats, but I think rather characteristically this man will be found holding academic rank, and probably doing at least a certain amount of teaching. And he will represent at least a part of this.

He should be able to communicate effectively with the students on their level of intellectualization. This does not mean that he has to be an authority on physics major, nor on English poetry with the English major, and so forth, but it does mean that he should have enough of an intellectual experience himself that he is cognizant of these gropings on the part of the student, that he is able to communicate. He may not have read the particular book being discussed, but I should hope he would have read a book.

I want to turn for just a moment, by way of parenthesis perhaps, and mention that although there has been a great deal of talk of the faculty's perception of us, there has been little talk so far of the students' perception. I think this is important. I am quite sure that the students do not necessarily see us in the same way that the teaching faculty does, and I rather doubt that they see us in the same way in which we see ourselves.

I think in many ways they feel we have functions which we ourselves are not particularly aware of. On my campus, for example, I have little or nothing to do officially by way of a line relationship with the academic program. Yet I find, particularly at certain times of the semester, the students all flock in to talk about a course change, to to talk about some other aspect of the academic program.

Apparently they perceive me as having more to do with the faculty than I or the faculty really think I have. This might be carried further. We might find quite easily on some campuses that the students feel we are much more all-purpose than we think we are. It may be also that they do not see the boundary lines that we see. They may not have read our charts of organization.

I am sure that when I was an undergraduate student myself, I had no realization or awareness of the magnificence of the personnel services that were placed before me. And I think this is probably still true of students today.

How do we achieve this kind of unity? How do we begin to pull things together, regardless of our situation?

I think we can do it partly in terms of our educational goals. I fail to see that the goals of the student personnel administrators can be different fundamentally than those of the institution as a whole. (Applause)

DEAN BEATTY: That is very important.

DEAN HARRIS: Thank you.

What are the goals of the institution? Well, it seems to me that again we can define these in various ways, and I do not want to say that they are only semantics, because I think that is to be too glib about it, that is to pass it off. Yet I think we are in general agreement on what our goals are.

Our goals fundamentally are to produce graduates who are intelligent, gentlemen of integrity. If you do not like the word "intelligent," we can say intellectually curious, scholastically groping -- use your terminology. If you are not quite sure of the meaning of the word "gentlemen" we can say, cultured, urbane, adjusted to their societies. Use your terms. And if you are not sure of the word "integrity," then let us talk about moral standards or principles.

But I think in these three areas we want to produce our graduates. This is not to say that they are equally important. Of course not! Because the YMCA can teach him fine principles, and I am sure the neighborhood

athletic club can enable people to get along with others, as can the Tuesday night bridge club. The institution is primarily intellectual and academic, but it is not exclusively so because I have already pointed out these people with their own complex of needs are operating as total entities. So I suggest, in a purely personal way, that we are trying to produce graduates who are intelligent gentlemen of integrity.

If this becomes our goal, then we have to look at ourselves, at our functions as contributing. How do we facilitate some of these enterprises? How do we assist in the operation of these particular activities?

Well, I think the answer to the proliferation of the curriculum and the fragmentation of the personnel office, and the triviality of general effort may be found in the fundamental unity of the student himself, because these people do have unity, a self-consistency, a unity of their own concepts of themselves. They change from time to time, of course they do, but there is this kind of a unity.

I think that we not only see them as a whole personality, but again we recognize that he and his growth are tremendously important.

One of the problems facing the all-purpose dean is the one which strikes us with its obviousness. We cannot be experts in everything. Of course not! But on the other hand we do have resources available. I suspect that many of us fail to recognize the resources which exist within our own faculties. I am not sure that we utilize all of our own faculty people as effectively as we might.

We have resources in the community, and we certainly have many resources among our student body.

The analogy with the general practitioner in medicine is so obvious as to be almost trite. On the other hand I have never been one to turn my back to triteness, so I will pursue the analogy. The medical doctor in many cases performs very well as a general practitioner. We need the person who gets up in the middle of the night and goes out and helps people who are in pain. We need this kind of competence, and we need the kind of person who can bring together the skills of the various specialties, who knows enough about the specializations that he can communicate with them and probably even can communicate these special bits of knowledge to the patient himself.

This is needed in the field of medicine, and I think that this type of function can very usefully be performed, whether on the large or the small campus.

I submit again that there are resources available and I think that one of the functions of the general all-

purpose dean can be to bring them together, and in some cases do the job himself. But fundamentally, assist in its communication.

There is also the problem of course of the -- I can think of no better word than sheer fatigue that is involved in jumping from one emotional situation to another. At ten o'clock in the morning you are having a very difficult disciplinary interview. At eleven o'clock you are having a counseling session with a girl who has problems with her boy friend. At twelve o'clock, you are talking to your head residence staff about some aspect of residence halls administration. At two o'clock you are off on something else.

I think there is a certain amount of fatigue, emotional, psychological fatigue, if you will, involved in this rapid shifting of gears. This is a personal reaction of my own. I do not know whether you have seen this. But on the other hand, this is part of the reward, isn't it? If we did not move from one of these areas to another, if we did not see people at different points in time we would not be aware of their growth and their progress.

This is one of the things that must be frustrating to my colleagues who operate either in a sort of an administrative vacuum, or who do very specialized types of work. They see one particular bit of progress made, and yet they do not quite see the whole picture. It must be almost like reading a murder mystery and not knowing precisely how it comes out, because you never see the end in sight.

Well, I feel that this one of the rewards that the all-purpose dean has in store for himself, that he can participate deeply and fully in this experience with students-- not sentimentally, but I would like to think capably, professionally, and humanely.

On my way from Ripon down here I had a lay-over in Chicago, during which time I went out to Orchestra Hall and heard a performance of the Chicago symphony. When Mr. Reiner came in, after an intermission, the woman, a very charming club woman of somewhat beyond middle age sitting next to me, insisted on telling me intimate details of Mr. Reiner's wife and that sort of thing. Just as the whole house was hushed as he mounted the podium, she chuckled rather gustily and said, "You know, the little intimate things are so cute."

I sometimes feel that this is a misconception of our own business, that the intimate things are so cute, yet this is not what we are after. We are interested, to repeat, in understanding these people as they experience deeply and fully their lives. We are there with them, not in a particularly sentimental or maudlin way, but rather in a professional and capable but extremely human way.

Now obviously, the problems involved in this sort of thing become more difficult as the institution becomes larger. This is a truism that is most obvious. But it is paradoxical that the greater the difficulty, the greater the need. I am not a sociologist, but I am sure that the larger the city or the metropolitan area, the greater the need for a sense of community, the greater the need to have block organizations, or to have the women get together for coffee and have the children play together in a park area.

Thus the institution still needs a person to perform this kind of a function. This is the one who congratulates the bright student when he wins a fellowship for graduate work. You need the person who rejoices very sincerely when two fine young people on the campus get married. Also you need the person who grieves very deeply when one of his boys is killed. This is all a part of it.

We also, whether we need him or not, have the person who loses money when the student fails to return the ten-spot that he borrowed.

Well, I have not talked about the all-purpose dean necessarily. I realize I have not necessarily talked about the multi-purpose dean. As I look back over what I have said, I think I have been talking more about the single purpose dean, the dean whose single purpose is very much in line with that of his institution, whose single purpose is in terms of the full and rather complete life and activities of his students.

So he, like the students, I think, has to be an intellectually growing gentleman of integrity, or of moral principles because presumably he is the person who has gone through this educational process and he is now turning back trying to assist the other people, the younger men and women who are going through it.

He has his own needs, of course, just as have the students. I pointed this out earlier. The students have their needs and are operating in this kind of an environment. So does the all-purpose dean. He too has his own particular set of needs. I suppose this is one of his characteristics. This is one of the things about the type of person who finds himself in a position of this type.

He meets, at least, some of his needs in this way. I do not know what the answer is for the large campus. Fortunately, I do not have to because it is none of my business. On the other hand, I do wonder if we are not going to find that we shall have to be far more creative as we think of our patterns of organization.

Is the regular lineup of dean of students, associate dean, assistant dean, with perhaps a dean of men or dean

of women thrown in, is this necessarily the best organization? Will we some day in some of our larger institutions come to the development of smaller colleges, with people within them who perform some of these general purposes, or will there be other ways in which we do it? Will it be a strengthening of our faculty adviser system, although the prospect of that always appears a bit dismal. But from the wistfulness which I think I sense in the tones of my fellow deans from larger institutions, I think there are many people among us who would like to go back to the day when the students did come and sit down on the front porch, or did come in out of the pouring rain at eleven o'clock at night and say, "How about a cup of coffee, I have a particular problem and I would like to talk to you."

I think there are many of us who would like to do this. There are many of us who would like to have more students in our homes, who would like to be able to greet more students by name on the campus, and who would like to feel that in some way, perhaps more directly, we had something to do with the life of the institution and the life of the individual students. If this wish is sufficiently fervent, it may be that we will see more creative approaches to organization and so forth.

I realize, as I come to the end of my notes, that I cannot have really said anything new to any of the all-purpose deans, because each one of you has had a much fuller experience than anything which I have described here.

I am sure that we are all aware of the problems. Glen Nygreen, when he talked with me a couple of weeks ago, said, "Really I think about the only thing you can do is tell the other deans in this situation that they have company and that really things are not quite as bad as they might be."

Well, I communicate to you then that you do have company, and I feel then that when we put the whole thing together, the needs of the students, the relations with our colleagues on the faculty, the kinds of understandings that each needs of the other, that all adds up to a very, very difficult kind of situation, when viewed rather superficially. Yet on the other hand, we are dealing with smaller numbers of students, we are dealing with them in a different way. We are not the experts; we are the general practitioners. In this we can take much consolation. In short, it seems to me then that this is not only the opportunity which faces each one of us, but in a very deep and a very real sense, that this is also our reward. (Applause)

CHAIRMAN ROBINSON: Thank you, David.

In addition to comments which he shared with us, I heard him ask us some questions. Now, if you wish, you

may throw those questions back to him, some of them. Numbered among them could be, what is the future of the all-purpose dean? What is the future of deaning, as the schools grow larger? Is there going to be more of a renewed trend toward the all-purpose dean, even in the large university, by having deans of various schools?

I hope those were among your questions. I could throw out a couple more for those of you who would like to respond to them.

What can NASPA do in 1961, and 1962, and 1963 to better serve the all-purpose dean? Again, we are thinking about the man who is the multi-purpose or all-purpose dean in a small organization. To me, this is a very real question that NASPA must consider.

Dean Harris, I feel, alluded and spoke rather pointedly toward the fragmentation not only of student personnel operations, but the students we serve. What is the direction of this fragmentation? How can we as deans, as only a part, but I would like to feel an important part, of a university and college community, do to minimize the fragmentation of a student?

These are questions in my heart. Are there others that you have that you would like to have shared with either Dave or other members of this assemblage?

DEAN HOWARD HOOGESTEGER (Lake Forest): Just one question. Recognizing the dilemma between the two horns being specialized and perhaps losing unity, and the other horn of the dilemma being the insufferable amount of work, with increasing enrollments and duties, would you care to comment about a suggestion that has been voiced that a school simply consider two all-purpose deans, namely "A" through "L" go to Dean A, and "M" through "Z" go to Dean B?

DEAN HARRIS: Yes, I think this is a possibility. I think this is one of the kinds of things that will have to be considered. I am not sure that that would be the best. I think it would depend a great deal on how your campus is organized with regard to all sorts of things.

For example, are you going to have people housed in two different areas? What about certain other things? I must admit that quite a while when I was in graduate school I was much impressed with these ideas, that the divisions within the dean of students office should be completely functional. In other words, you should have one person simply in charge of housing, whether it be for men, women, children, grandparents, and all these things.

More and more I am beginning to wonder if that is the answer. The kind of suggestion that you made would be

one of them that we would consider. Have one dean who pretty much runs the gamut with one group of students. Have another dean who does it with another group. This is a possibility. I think it would be in line with the kind of thinking that I have.

DEAN W. O. HAMPTON (Central Missouri State): I just want to comment on two or three things. I have heard myself called a non-academic person about long enough now. (Laughter) My degree -- and I suspect everyone else's here-- is about as valid as anyone else's. I suspect on my campus, and you do on yours, that you know as many students by name as the head of the physics department does. We are no more fragmented than the guys in the history department who can teach nothing but American history. He doesn't know anything else in the field of history.

So I think quite frequently we do create some problems, and the faculty does not understand us, and we do not understand them. But the head of our psychology department won't speak to the head of our education department either. So I think this is something here basically, when you talk about the all-purpose dean, I still think that we have to prepare as much home work for our job as does any professor in any field. I don't know, maybe I am wrong. I am working harder now than I did when I was teaching. I know that.

DEAN HARRIS: I would certainly register a hearty amen on those comments. This is one of the things that I was trying to get at a little while ago when I said that I felt that our offices were not necessarily any more fragmented than anyone else's, that I think probably our own fragmentation developed along with the others.

Since we are not talking to other people, then I am hoping that perhaps we can begin to establish more of the communication, and bring back more of this unity, which I think we need in the academic community.

No, I agree. I think that our physicists are having a very difficult time on our campus talking with people in the English department. There is much bitterness there right at the moment. I think probably I would know as many of the students as the head of our history department, for example.

I do not think that we can sit here, however, and cry in our beer and say that the others have this kind of a problem. I think that what we have to do is say that apparently this is something that is happening. It is happening in higher education, it is happening on campuses here and there, and we should try in various ways, formal and informal, to help re-establish this unity which was once characteristic of higher education.

One way in which we do it, for example -- and again I am on a very, very small campus -- is that we have a practice of inviting every man student into our home at least once during the year. This takes a series of 9 or 11 open houses, and will run 50 or 60 at a time. But we discovered about a year ago when we invited a few faculty members to come in that they enjoyed this very much, and the students enjoyed them. So now we are bringing in not an equal number of faculty members, because we do not have that sized faculty, but we are bringing in 5, 6, or 8 faculty members and wives. They are meeting students they had never met before. And this is on a very, very small campus.

CHAIRMAN ROBINSON: Let me make a comment here too, stepping out of whatever role I am supposed to assume here. Two things you mentioned that I feel very strongly about, and I hope it is not naive. I feel it deeply that every man here, and lady, agrees with me that we are educators. This business -- and I think you alluded to the thought that maybe some of us are feeling that we are not educators. We are. I go one step further, and communicate to those with whom I associate on my campus that everything we do in student affairs, everything must have an orientation in the educational philosophy and intent of the university, and if it does not, it has no right to exist. And this means from Fraternity A, through orientation, through the philosophy of discipline, and everything else that relates to it.

I feel very strongly on that. In fact, I recoil when I hear associates at other associations allude or imply that they are specialists and look upon this student with this clearly polished magnifying glass. Just a personal aside.

Another comment or question, please? Yes, Hoogey?

DEAN HOOGESTEGGER: Excuse me for getting on my feet again. You raised the question, Dave, about the small college group, let us say, relative to the future program of NASPA. Ted Zillman's comments are well known in this particular vein, and I for one feel that he has a point that is very well taken, in terms both of the presidency of the Association long run, and also the membership on the Executive Committee. And it would be my feeling that the small college group would do well to make suggestions to Glen Nygreen for program. That is one of the ways to get items on the program. If we do not suggest it we are guilty of simple negligence here, and we have nothing to do then but cry about the fact that we are not on the program.

Then to work on individuals, on committees, on commissions and the like, and hope that the group will gain greater recognition than may have been true in the past.

I would just like to toss out that urge to promote

program, promote our own interests, and be not ashamed of that fact. I think this matter does need attention.

CHAIRMAN ROBINSON: I underscore it.

DEAN J. GORDON BROWN (Emory & Henry College): In answer to you, Hookey, Glen Nygreen asked several, eight I think, to be on a program evaluation committee. I am from a small school. I am one of these characters you are talking about. I have been talking with a good many people and asking them what do you want to see on the program? What do you think about this one?

In answer, let me know. I have one more scratch pad that I can fill up, and then I am going to write a letter, and I think Glen will accept most of these suggestions.

CHAIRMAN ROBINSON: I can state it as a fact that he will. This particular luncheon came out of an interest expressed in the executive committee this year. Those who were working with Bill this past year are aware that this is a need. In your program I think you will know, at least the names of the men on this program, the evaluation committee are listed. Feel free to communicate with them, either here or by letter, or to Glen, your suggestions for next year.

It is just two o'clock. Our next session starts at two-fifteen. Again I would like to thank David for his presentation, and to thank you for being here. (Applause)

... Seminar IV recessed at two o'clock ...

TUESDAY AFTERNOON SEMINAR VII
April 4, 1961

**DEVELOPING PHYSICAL FACILITIES
FOR STUDENT PERSONNEL SERVICES**

Burns B. Crookston, University of Utah, "A Survey of Campus Locations of Student Personnel Physical Facilities," presented at the 2:15 P.M. Seminar VII session.

In an era of rapid campus expansion and extensive building programs in higher education to meet enrollment demands, it is appropriate to consider the problem of what type of physical facilities, arrangements, and location should be planned for student personnel services in order that they may be of maximum use and benefit to the institution.

Adequate research has been lacking to provide a sound basis for the location, size, and types of facilities and physical arrangements for student personnel administrative offices, and counseling, testing, laboratory, research, and records facilities. Although there has been a marked trend toward administrative centralization of personnel services during the past twenty years, there have been no studies which describe whether or not the trend has been accompanied by centralization facilities. There are no studies suggesting where student personnel services might be located most advantageously on the campus. The relative effectiveness of location of student personnel services in relation to the program is not known.

The Present Survey

The present survey of selected NASPA institutions was undertaken to provide data relative to some of the above questions, and serve as a stimulus for further study and research.

A questionnaire was sent to 102 selected institutions. As a measurement instrument the questionnaire is notoriously of doubtful validity, and the one designed for the present study is no exception. However, the questionnaire is a useful tool for gathering information and presenting a general idea of a situation. It is also helpful in identifying areas for further inquiry.

The institutions to which questionnaires were sent do not represent an accurate cross section of NASPA institutions as regard size, nature, or type of support (whether private, church, or public supported). Since it is recognized that the location of student personnel facilities on a given campus is more apt to be a problem at larger institutions, the sample includes a greater proportion of institutions with larger enrollments. A total of 86 replies were

received from 55 public supported and 31 private or religious supported institutions as follows:

Enrollment	Public Institutions	Private Institutions	Total
0-1,000	1	5	6
1,000-5,000	16	13	29
5,000-10,000	15	4	19
10,000-20,000	17	9	26
Over 20,000	6	0	6
Total	55	31	86

Institutions who responded to the questionnaire are widely distributed geographically, and represent enrollments from very large to very small institutions.

Defining Services

Twenty-eight of the most commonly used titles which describe student personnel services or offices were identified on the questionnaire. Respondents were invited to change any of the titles listed to more appropriately reflect the office as it is known on the respective campuses. However, for reporting purposes several titles should be clarified. The term "dean of students" is used to describe the office of the chief student personnel administrator. This would include such titles as vice president for student affairs, director of student affairs, director of student life, and dean of men in those instances where the latter could be identified as the chief student personnel administrator. Such titles as assistant dean of students or associate dean of students are combined under the heading of "dean of men." Similar titles for women are combined under the title "dean of women."

Results of Survey

For purposes of analysis public and private institutions were separated. However it was found that very few differences existed, the only significant difference being in the quantity of services, which will be noted later. The data will therefore be generally reported from the total sample.

Location of Student Personnel Services by Area

In order to get a general idea as to the location of the various student personnel services on college campuses, the questionnaire respondents were asked to indicate where each of his student personnel services was located according to the volume of daily student traffic. Those services located where the volume of student traffic is greatest were designated as in area A; where the student traffic is moderate, area B; and where the student traffic is light or limited, area C. The results indicated that 50% of the

student personnel services are located in area A, 35% in area B, and 15% in area C. Those services most likely to be found in area A, where the volume of student traffic is greatest, were in descending order of frequency, the union, the student activities office, the dean of women, the dean of men, the dean of students, the admissions office, general counseling, placement, employment, and foreign student counseling. The services most often found in area C, where the student traffic is light, were health, psychiatric, and remedial services. Religious counseling services were more frequently available in areas A or B than in area C, despite the fact that they were listed as off campus facilities by a number of institutions.

Location of Student Personnel Services by Building

As indicated by Tables 1 through 7, the main administration building is clearly most commonly found in the location for student personnel services on campus. Of the 28 services listed, 13 public supported institutions reported their administration building contained between 15 and 19 student personnel services (Table 1). Four of these institutions have enrollments of less than 5,000 students. Privately supported schools were much less inclined to concentrate a large number of student personnel services in the administration building than were the public colleges.

TABLE 1
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN ADMINISTRATION BUILDING

Total Number of Services	Public Schools	Private Schools	TOTAL
15-19	13	0	13
10-14	12	7	19
5- 9	15	7	22
1- 4	9	11	20
None	5	3	8
Total	<u>54</u>	<u>28</u>	<u>82</u>

Table 2 presents a frequency distribution of institutions reporting various services located in the administration building. Most frequently found in descending order of occurrence were, admissions, financial aids, dean of students, dean of women, employment, dean of men, placement, foreign students, student personnel records, general counseling, military affairs, and student personnel research.

Classroom or academic buildings were next most frequently reported as buildings housing student personnel services (Table 4). Services most frequently reported in academic buildings were remedial, educational counseling, testing, placement, military affairs, general counseling, foreign student advising, vocational counseling, marriage and family counseling, and religious counseling.

TABLE 2
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN THE ADMINISTRATION BUILDING
 Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Admissions	68	Stu. Activities Director	21
Financial Aids	48	Asst. Dean of Men	20
Dean of Students	47	Chief Residence Halls	
Dean of Women	42	Administrator	19
Employment	36	Educational Counseling	19
Dean of Men	34	Testing	19
Placement	33	Vocational Counseling	18
Foreign Students	33	Marriage & Family "	9
Student Personnel Records	31	Occupational Library	8
General Counseling	30	Chief Residence Halls	
Military Affairs	25	Counselor	7
Stu. Personnel Research	25	Remedial	7
Asst. to Dean of Students	23	Psychiatric Therapy	5
Asst. Dean of Women	23	Health Services	3
		Religious Counseling	2
		Student Union Director	1

TABLE 3
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN THE STUDENT PERSONNEL SERVICES BUILDING
 Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Testing	8	Admissions	3
Dean of Students	7	Religious Counseling	3
Dean of Men	7	Educational Counseling	3
Dean of Women	7	Asst. to Dean of Students	3
General Counseling	7	Chief Residence Halls	
Assistant Dean of Women	6	Administrator	2
Financial Aids	6	Marriage & Family Counselg	2
Vocational Counseling	5	Health Services	2
Chief Residence Halls		Student Personnel Records	2
Counselor	4	Stu. Activities Director	1
Military Affairs	4	Student Union Director	1
Student Personnel Research	4	Psychiatric Therapy	1
Employment	4	Occupational Library	1
Placement	3		

Services found in the student personnel services buildings (Table 3) generally include the personnel deans, testing, financial aids, military affairs, employment and placement, as well as a number of specialists in a counseling center. Also found in some student personnel services buildings are the chief residence hall administrator and counselor, health services, admissions, and student personnel research facilities.

TABLE 4
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN CLASSROOM OR ACADEMIC BUILDINGS
Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Remedial	38	Dean of Students	6
Educational Counseling	34	Dean of Men	6
Testing	25	Health Services	5
Placement	20	Stu. Personnel Research	5
Military Affairs	19	Stu. Personnel Records	5
General Counseling	16	Assistant Dean of Men	4
Foreign Students	14	Admissions	4
Vocational Counseling	10	Chief Residence Halls	
Marriage & Family		Administrator	3
Counseling	12	Asst. Dean of Students	3
Religious Counseling	10	Stu. Activities Director	3
Asst. Dean of Women	9	Stu. Union Director	3
Employment	9	Psychiatric Therapy	3
Dean of Women	8	Occupational Library	3
Financial Aids	8	Chief Residence Halls	
		Counselor	1

TABLE 5
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN STUDENT ACTIVITIES BUILDING
Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Student Activities		Employment	2
Director	9	Placement	2
Dean of Men	4	Stu. Personnel Research	2
Asst. Dean of Men	4	Dean of Students	1
Asst. Dean of Women	4	Chief Residence Halls	
Dean of Women	3	Administrator	1
Student Union Director	3	Chief Residence Halls	
Religious Counseling	3	Counselor	1
Financial Aids	2	Educational Counseling	1
General Counseling	2	Foreign Students	1
Military Affairs	2	Health Services	1
		Occupational Library	1

Tables 5, 6, 7, 8, and 9 describe student services found in other campus areas. As might be expected a designated building, such as union, residence hall, health service, contains mostly personnel connected with that service, along with a scattering of other student personnel services.

TABLE 6
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN STUDENT UNION BUILDING
 Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Stu. Union Director	61	Dean of Women	3
Stu. Activities Director	19	Educational Counseling	3
Religious Counseling	10	Testing	3
Chief Residence Halls		Stu. Personnel Records	3
Administrator	9	Asst. Dean of Students	2
General Counseling	6	Asst. Dean of Women	2
Foreign Students	6	Chief Res.Halls Counselor	2
Financial Aids	5	Occupational Library	2
Employment	5	Military Affairs	2
Placement	5	Psychiatric Therapy	1
Dean of Students	4	Marriage & Family C'nseling	1
Dean of Men	4	Health Services	1
Asst. Dean of Men	4	Stu. Personnel Research	1
Vocational Counseling	4	Admissions	1

TABLE 7
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN COUNSELING CENTER
 Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
General Counseling	17	Financial Aids	2
Testing	15	Employment	2
Educational Counseling	12	Student Personnel Records	2
Vocational Counseling	11	Dean of Women	1
Psychiatric Therapy	5	Religious Counseling	1
Marriage & Family C'nseling	4	Health Services	1
Remedial	4	Placement	1
Occupational Library	3	Student Personnel Research	1

TABLE 8
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN THE RESIDENCE HALLS
 Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Chief Residence Halls		Employment	2
Counselor	30	Asst. to Dean of Students	1
Chief Residence Halls		Student Union Director	1
Administrator	26	Psychiatric Therapy	1
Asst. Dean of Women	6	Religious Counseling	1
Placement	3	Testing	1
Assistant Dean of Men	3	Remedial	1
Dean of Men	2	Admissions	1
General Counseling	2	Military Affairs	1
Educational Counseling	2	Student Personnel Research	1
Vocational Counseling	2		

TABLE 9
NUMBER OF INSTITUTIONS REPORTING STUDENT PERSONNEL SERVICES
LOCATED IN THE HEALTH SERVICES BUILDING
Reporting N=83

<u>Services</u>	<u>Number</u>	<u>Services</u>	<u>Number</u>
Health Services	65	Employment	2
Psychiatric Therapy	33	Placement	2
Remedial	6	Military Affairs	1
Marriage&Family Counseling	5		

TABLE 10
ADMINISTRATION OF STUDENT PERSONNEL SERVICES

<u>Office or Facility</u>	<u>Student Personnel Number Without</u>		<u>Office or Facility</u>
	<u>Administered</u>	<u>No</u>	
	<u>Yes</u>		
Dean of Students	65		18
Asst. to Dean of Students	33		50
Dean of Men	59		24
Asst. Dean of Men	41		42
Dean of Women	68	1	14
Asst. Dean of Women	51		32
Chief Residence Halls			
Administrator	44	16	23
" "Counselor	39	3	41
Stu. Activities Director	50	2	31
Stu. Union Director	51	19	13
Financial Aids	62	11	10
General Counseling	60	8	15
Educational Counseling	31	25	27
Vocational Counseling	38	14	31
Psychiatric Therapy	30	21	33
Marriage & Family Counseling	20	15	48
Religious Counseling	35	29	19
Testing (Individual & Group)	52	19	12
Health Services	50	31	2
Remedial (Speech, Hearing)	13	48	22
Admissions	33	49	1
Foreign Students	51	13	19
Military Affairs	23	36	24
Employment	45	22	16
Placement	53	24	6
Student Personnel Research	31	4	48
Student Personnel Records	38	3	42
Occupational Library	16	4	63

Institutions Responding - 83

Services Administratively Part of the Student Personnel Program

The great majority (74 per cent) of the services listed were reported as administratively responsible to the chief student personnel officer (Table 10). Those areas most

likely to be not responsible to the chief student personnel officer are as follows:

Remedial Services (48 of 61 are not)
Admissions (49 of 82 are not)
Military Affairs (36 of 59 are not)
Educational Counseling (25 of 56 are not)
Religious Counseling (29 of 64 are not)
Psychiatric (21 of 51 are not)

Academic Use of Facilities

Another question of interest is the extent to which student personnel facilities are used for purposes other than the service indicated. While the responses indicated that most of the services are used exclusively for student personnel work there were a number of exceptions. About one-fourth of the deans of students indicated they use their office for some academic work, which suggests that this same member also has teaching responsibilities. This was much less the case of other student personnel administrative staff such as the deans of men, deans of women, assistant deans, etc.

It was in the counseling area where the facilities are most likely to be used also for academic purposes, as might be expected, the majority of educational counselors use their offices for academic purposes as do the vocational counselors, marriage and family counselors, while half of the remedial clinics are used for academic purposes. About 40% of the foreign student advisers use their offices for academic purposes as do about a third of the general counselors.

The services least likely to use their offices for academic purposes are the student activities director (1 of 51), union director (1 of 62), financial aids (6 of 59), employment office (0 of 62), placement office (6 of 65), student personnel records department (1 of 35), chief residence hall counselor (2 of 35), residence hall administrator (3 of 46), admissions office (4 of 71), and psychiatric service (8 of 30), and health service (3 of 73).

Sharing in Institutional Decision-Making on Facilities by Student Personnel Administrators

To what extent does the chief student personnel administrator share in decisions concerning location and arrangement of student personnel facilities? To this question one respondent indicated he makes such decisions, 31 reported they share in the decision-making (usually on a policy board, part of the President's Cabinet, on a long-range planning committee, or in direct consultation with the President, etc.), 22 indicated they were consulted, 9 indicated that they gave advisory opinions, and one indicated that he was not involved in the decision-making. Thus 55 of the 65 who responded to this question indicated a major role in the

decision-making concerning the location and arrangement of physical facilities, and half of the total group replying indicated they have at least a sharing responsibility in such decisions.

Proximity to Administration and/or Business Offices

The large majority of the respondents indicated the desire to be in close proximity to the business and administration offices, particularly the latter, many feeling that it is important to be located in the same building, or at least within very easy walking distance. A few felt there is no need to be closely situated to the administration, that telephone communication and other means of relating to the administration could be worked out. Examples of responses are as follows:

Personnel services dealing with student activities could be appropriately separated from college administration. It would be best to have in a separate building to reduce confusion and from identifying them with "the administration".

Close to registrar and admissions -- interchange of records -- easy conferences, communication in general -- close to statistical (records) service -- same reason.

The telephone covers distances for emergencies and regular conferences or staff meetings can take care of personal contacts. Unless miles apart, distance is insignificant.

It is a convenience to the dean of students if his office can be close to the President's office because of the frequency with which he visits that office, attends meetings there, etc. However, I consider this to be a secondary consideration. Of somewhat more concern is the proximity of the registrar's office to the controller's office. There is also considerable traffic between the financial aids office and the controller's office. However, none of these considerations is as important to me as the close physical relationship of the various student personnel services.

The head man should be close because he should be involved in the affairs of the university as a whole. No wall of separation here!

My feeling is that personnel services are likely to be regarded as a more basic part of the institution's total educational program if the physical facilities which personnel workers occupy are a part of the same building which houses other key offices. Certainly, communication with other administrators is facilitated.

At least the chief administrator's offices should be in close proximity to other top administrative people. This helps to keep the personnel services identified with other principal areas of the educative enterprise. It is essential to have close and easy interrelationships with other administrators and proximity encourages this.

The business office is not as important to me as the registrar's office and the admissions office. Where these are in close proximity to the deans' offices, the counseling offices, duplication of records can be eliminated.

There is also extensive interplay between our personnel and business offices. This is because there is need for the dean of students to work closely with other chief divisional offices. However, the other student personnel offices could be removed from this close relationship to administration and business offices.

Proximity of related offices cuts down on the time needed to solve student problems. Waiting periods for the student is reduced to a minimum. Thus a loan can be granted in the loan office and the cashier in the business office can pay out the check or come up with necessary answers as to credit in a very short time.

We find advantages in having the chief student personnel office located close to the administration and business offices. This is because there is need for the dean of students to work closely with other chief divisional offices. However, the other student personnel offices could be removed from this close relationship to administration and business offices.

Top offices in administration building -- others, makes no difference.

Not too important if delegation of authority is fairly complete.

Close by -- needs to be much communication between academic and business department regarding scholastic matters and also loans, scholarships.

The top student personnel administrator should be located in the immediate vicinity of other top administrative posts. He must be immediately available for consultation on matters affecting student personnel affairs so that the impact of student affairs is appreciated at the top levels of administration.

Degree of Centralization of Services Preferred

The respondents were asked: Would you prefer physical centralization of your student personnel services?

In which area, according to student traffic volume, would you place these services? The great majority (56 out of 62) indicated they favored centralization of student personnel services. There was, however, very little agreement as to what services ought to be included in such centralization. Some thought that all services ought to be placed in one building (presumably, the Union, if one exists). Others felt that all services except the union and housing ought to be located in an administration building or a student services building close to it. Others favor a grouping of services: placing the student personnel administrative offices and "aids" offices, such as placement, financial aids, employment, and admissions, in the administration building; put all the counseling type services in another area, Health in a third area (or combine this with counseling), housing in a fourth area, and student activities and union in a fifth area. Others on residential campuses agreed with this except that they would favor combining the union, activities office, and housing in a type of community-center arrangement. Some felt that the offices located in academic areas ought to stay there to maintain and facilitate good relations with faculty members.

All of the respondents preferred locating the personnel facilities in the area of greatest student traffic volume or at least where the volume is moderate.

The following comments reflect the diversification of perceptions concerning what facilities should be centralized:

It would be helpful to keep the administration of the services centralized. This would include personnel deans, registrar, etc. I would favor placing counseling services more convenient to a student activities center. However, we do not have specialized counseling services except for the visiting psychiatrist.

Personnel deans, counseling and the admissions offices should be located close together. We enjoy having all of the offices in the same building.

Counseling and health -- need closer cooperation -- often hurriedly as long as telephones are available, the others make little difference.

Business office)
Registrar) overlapping and dependence on in-
Admissions) formation each has regarding students
Dean of Students)

It is paramount at this university that the offices of the dean of students, dean of men, dean of women, registrar, admissions and financial aids be located in close proximity because of their great reliance upon central

student personnel records, as well as because of their close working relationships. Important but not quite so crucial is the proximity between these offices and the counseling and testing center, the national service adviser's office and the foreign student adviser's office. The placement service does not make extensive use of central records but it is advantageous to have the placement service and the counseling and testing center in proximity so that they can share interview facilities and libraries of occupational information.

The deans of men and women, counseling, union and placement. Justified because students don't have to run around. A unified program can be developed and record keeping can be centralized to eliminate duplication and it also improves communication.

I would wish all personnel offices and services (except health, housing, and the student Union personnel) to be centralized -- preferably in close proximity to the offices of the president, academic vice-president, registrar, comptroller, etc.

1. Chief administrative offices (deans, etc.) for coordination of programmatic aspects.
2. Counseling and remedial services; easy referral plus closer professional relationships.
3. Student activities and student union; avoid duplication of programs, improve coordination, maximum use of facilities.

Dean of students and staff (assistants, dean of women)-- admissions, records, counseling and testing, financial aid, placement facilities and coordination of services-- helps communications, permits centralized record keeping.

Dean of students)	1) because direct associ-
Dean of women)	ation with these offices
Testing and counseling)	is imperative, 2) for ef-
Residence halls administration)	ficiency in operation,
Student personnel records)	3) conserve time of stu-
		dents

The student is of interest to us from pre-college counseling through graduation and placement. We prefer to have all the offices together for cooperation. We like to make a lot of inter-office referrals.

As far as possible all offices need to be nearby for many times the student is referred from one to the other. Hospital and counseling (clinical) need to be adjacent.

Deans, registrar, counseling and testing, placement and housing, convenience of students and access to records.

It is important that the admissions, records, and student personnel offices be located in close proximity, because of the extensive interplay between those offices. Proximity is less important in other cases.

All financial aids such as loans scholarships, special services, and foreign students should be in close proximity, because of the extensive interplay between those offices. Proximity is less important in other cases.

All financial aids such as loans, scholarships, special services, and foreign students should be in close proximity to the dean's office and to related offices. The student should not have to wander the length and width of the campus sleuthing out related services.

We would like to have the counseling office, the registrar's office, student personnel records, and the financial aid office located in the same building. We have found that these offices utilize the same records and have a need for frequent contacts with one another.

Admissions, personnel deans, residence halls, administration, student aid, student health, for purpose of:

1. Better coordination,
2. Facilitate referrals,
3. Conserve student time.

If possible, all services should be grouped together for most effective contact with students. This works in theory and not in practice since certain offices (ex. housing) must be located in area of major operation. Centralization of services makes student-staff-faculty communication easier.

Current and Near-Future Building Plans for Services

Of a total of 61 institutions responding, a great deal of activity was indicated in current projects, immediate, or near-future plans to construct, renovate, remodel or convert facilities for student personnel services use. Extent is indicated by the following:

<u>New Facilities</u>	<u>Number of institutions acting or planning for</u>
New Union building	9
Student personnel services building or wing	15
Counseling or administrative services in residence halls	4
Remodeling, expansion, or conversion of buildings to student personnel use	22
Health services	2
Student center	3
Long-range plans	4
No current plans	13

Examples of the type of planning and construction going on are reflected in the following statements:

Recently completed residence hall and present one under construction have provision for a counseling office for the head resident and activity areas.

We are in the process of remodeling to bring more things closer together, but we still can't get complete centralization as we would like to.

A new "administrator's wing" on a classroom building will house present academic deans, personnel deans, business offices, admissions and development.

New \$6,500,000, six-story student union building is now being started. The expected date of completion is fall, 1963.

Plans are to move the student personnel related offices to a different building, after remodeling --which is near the administrative building.

Student union housing students activities.

Major addition to student center planned.

Our present facilities are in a building completed less than a year ago. The offices of the president, academic vice president, dean of students, and dean of women, registrar and admissions, and comptroller are located on one floor of one wing of that building.

Placement will likely go into a new liberal arts building and work more closely with the school of education. Counseling may occupy a building with the department of psychology and share clerical staffs.

Office of student affairs is to be located on the ground floor of the "old library", to be converted to an administrative building. As student affairs we will expand to include all ground floor.

Will complete central student services building within two years.

We are currently remodeling a wing of the administration building for personnel. This will permit expansion of admissions and records into space which the deans now occupy.

Our student activities office is to move into a building next to the student union.

Present plans provide for construction of new administra-

tive services building which would house university administration offices and student personnel services.

We have hopes for getting a new union building which would allow us to group some of the student personnel in one building. When the union building is completed, we hope to remodel the building presently serving our student union services to allow for a centralization of the counseling office, student personnel records, the registrar's office, and financial aids office.

Gradually converting ground floor from classes to student personnel center.

New \$5 million student union building under construction.

Proposal for dean of students, deans of men and women to move into student union annex with major student organizations.

Tentatively -- an old building may be remodeled to accommodate several student personnel services: Division of counseling, dean of women, and international student adviser. This will provide increased space and still leave these offices fairly close to other personnel offices.

Approving final plans for new student services building to house most of divisions. 1963, completion. New facility, one block from administration building and one block from student union.

Planning underway for student services building to be built within the next decade.

IMPLICATIONS AND RECOMMENDATIONS

In summary it can be said that the trend toward administrative centralization of student personnel services is continuing. Centralization of facilities is also more the rule than the exception but there is wide variance among institutions as to which services are included in a centralized building or wing. There is almost universal agreement that most, if not all, student personnel services should be located geographically on campus where the daily volume of student traffic is greatest. More student personnel services are found in the administration building or in classroom buildings. There is a trend toward further centralization of student personnel facilities into a single building or wing but there is wide disagreement as to what facilities should be included. The large majority of chief student personnel administrators share in decisions concerning the location and arrangement of student personnel facilities on campus.

From the questionnaire responses and from the

published literature the following criteria concerning the location of student personnel services on campuses may be enumerated:

1. Student personnel services should be located and arranged in order to best serve the overall educational goals of the institution.
2. The services should be located for easiest possible access by the students. This means that they should be located (as nearly all respondents agree) in the area of campus where the greatest student traffic occurs. It also suggests that the services be located on the first or ground floors rather than upper floors.
3. The services should be located to facilitate optimum student personnel staff communication in order to most effectively serve the students, faculty, and university community. Physical isolation tends to bring about psychological isolation.
4. Student personnel departmental heads should be so located as to facilitate communication between themselves and their superiors as well as between themselves and their own staffs.

It can readily be observed that a number of operational conflicts would develop if any institution attempted to establish a student personnel program, facility-wise, consistent with all four criteria. For example, while it is true that better student personnel staff intercommunication can be effected by locating their services in the same building or area, to do so runs the risk of further isolating the student personnel services from the faculty. Thus the image of the "separate" student personnel "empire" is reinforced. Unless considerable extra efforts are made to involve faculty in student personnel programming, the physical separation would reinforce the traditional faculty attitude that the classroom is the boundary in dealing with students. If this were to happen, the goal of shared student personnel-faculty responsibility would not be achieved.

A rather large percentage of student personnel workers have dual academic-personnel responsibilities, particularly in the various counseling areas. If they were located in a central building, this would likely mean their not having an academic office in their own academic area. Since most survey respondents reported a shortage of office space, it is evident that with mounting enrollments, the space problem will become even more severe. Physical isolation from his teaching department would tend to reduce contacts and would not allow the teacher-counselor to interact frequently with his academic colleagues as a liaison interpreter of student personnel work to the faculty.

It is encouraging to note that a significant number of student personnel workers, according to the present survey, have an academic identification. It seems logical to assume that the danger of isolation or student personnel compartmentalization would be greatest on those campuses where few if any members of the student personnel staff have an academic identification. There is some evidence in the literature to suggest, however, that the pressing demands of the next decade or so will allow fewer rather than more such dual relationships. There are some institutions which have adopted policies which do not permit student personnel administrative staff to hold academic rank. It would seem unfortunate if such a trend would continue.

Criterion four also presents some practical difficulties. A Dean of Students located in a student personnel services building is in excellent position to communicate with his own staff, most of whom presumably would be located very near by. Depending upon the distance between buildings and upon the accessibility of the President (including his chief academic and business administrators) and his attitude toward staff availability, the Dean of Students may experience real difficulty in establishing effective relationships.

At a different administrative level the same problem is certainly true for the Chief Residence Hall Administrator and the Chief Residence Hall Counselor. If these individuals maintain offices in a centralized student personnel complex, they can serve the public relations needs of the university very well and can develop effective administrative relationships with other department heads and the dean. However, since residence halls tend to be built on the periphery of the campus, these two heads may find themselves physically separated from their own staffs by some considerable distance. Thus while they may have effective relationships with the Dean and other department heads, their relationships with their own staffs in the residence halls may suffer for lack of effective communication and accessibility.

Establishing a physical location where both administrative and staff needs are optimally met would appear to depend on two factors: (1) the type of administrative structure and process operant at the institution, and (2) how the particular student personnel position is defined in terms of total job responsibility.

A Model Arrangement

How, then, ought the student personnel facilities be located and arranged on campus to best meet the above criteria? Although the present survey has provided helpful information, we still know very little about where student personnel services should be located or grouped. Based on

the findings of the present study and recognizing that an "ideal" arrangement is rarely, if ever, possible, the following scheme is offered. What I am suggesting here is presented partly to represent a frame of reference, and partly to provide a springboard for discussion and further investigation. No claim is made that this suggested model arrangement is the final answer. If anything, more questions are raised by the model than answered. The plan calls for four student personnel centers.

- I. Administration and Aids
- II. Counseling and Health
- III. Student Activities and Union
- IV. Housing

I. Administration and aids. Included in this complex are the dean of students and his administrative staff (but not including the personnel deans who primarily function in the program and student activities areas. These would go in the union and activities area), financial aids, including scholarship and loans; admissions, military affairs adviser, the foreign student adviser (he could also go in the union activities area); the employment and placement officers and student personnel research staff. This center would be located in the central university administration building. The chief student personnel administrative officer and his administrative staff would be located favorably in relation to the president's office and the chief academic and business and public relations offices. At the larger institutions the dean's office in this building would be primarily administrative, with not a great deal of interaction with the students expected -- one of the sad outcomes of large institutional size. Probably the dean of students would see few students other than key student leaders.

All those offices where students visit for specific reasons would be located in the administration building, where close relationships with the business office, the registrar and other non-personnel offices is seen as important. A small residence hall office could also be included in this building. Its purpose would be to provide information, receive and disburse applications, and perform public relations functions. It would not be staffed by the chief residence hall administrator, who is better off located in the heart of the residential area. A small student personnel research unit could be included as part of the dean's office, and hopefully the time will come when he could employ a full time student personnel research person, who would stimulate and coordinate research efforts among all student personnel organizations.

II. Counseling and Health. Included in the counseling and health center would be all counseling services (general, vocational, educational, religious, marriage

and family, clinical and psychiatric). Included also would be a testing center, a student personnel records area, and an occupational library.

The counseling and health center should be located in the academic area on campus, particularly in that area where the General Education program, or undergraduate lower division is located. Such a location would foster positive relationships with the teaching faculty. Also since a majority of the counseling and health center personnel would have academic identification, they could conceivably be close to their own teaching faculty. This would make more effective communication and coordination with the academic program.

If the health service includes a large infirmary or hospital, then it would be recommended that the service be separated from the counseling area. However, to avoid communication and referral problems, the psychiatric and clinical psychological teams attached to the health service should be housed in the counseling area with the other counseling staff. This would provide a diversified and coordinated counseling, clinical, and psychiatric approach in working with students.

III. Combined Union and Activities Center. Here the operations of the student activities offices (i.e. student government, publications, club, societies, class activities, etc.) and the union would be combined. In addition to staff in these two areas, those members of the dean of students staff who work primarily in the activities and program areas (e.g. fraternities, sororities, and other student organizations) would also be housed in the union. An advantage is also seen of locating the foreign student adviser in the center. Its location would allow him to do a better job of making available university activity and program opportunities to foreign students.

The day may come on the very large campuses where it would be advisable to have several branch student centers around campus in addition to central union. It would seem in these large institutions, where natural groupings in colleges and departments do exist, that meaningful student programs could be developed. It may become increasingly difficult to encourage such groups to move their activities across campus into the large union building.

IV. Housing. Since residence halls tend to be located on the periphery on many campuses, it is logical that the housing offices and staff be located in the residence halls. On those campuses whose student population is predominantly residential, an advantage could be seen in combining the housing area with the student center or to have small student centers in the residence halls. This idea could be given added impetus with increased use of

residence hall for academic experimentation, such as the use of teaching machines, visual aids, and other learning experiments. These would tend to draw more faculty into the residence halls and would further the "community" idea of which a student center could become a hub.

Concluding statement. A great many questions remain to be answered and problems solved concerning how physical location and arrangement of student personnel services affect not only the student personnel program but also the educational goals of the entire institution. In addition to the questions already raised around the problems of effective administration, staff communication, better relationships with faculty, and better service and programming for students, there remain the more specific physical problems, such as how much space is needed for reception and records areas and where should they be located, the location and use of conference and meeting space, and so on.

A great deal of institutional planning is presently going on. Many colleges have a full time architect and long range building or planning committees. At half the institutions surveyed the chief student personnel administrator shares directly in such planning. This should be the case at all institutions.

Planning is going on at other levels. Perhaps NASPA could collaborate with the American Institute of Architects in promoting research in student personnel facilities similar to their earlier collaboration which resulted in the publication of the AIA report on college housing a few years ago. A collaborative NASPA relationship with the Association of Land Grant Colleges and the Association of American Universities, as well as the Association of College Business Officers, might make possible the pooling of information on what's happening in American higher education regarding planning and developing of physical plants and facilities. Such collaboration might lead toward better mutual understanding among college administrators, business officers and student personnel administrators that business, academic, and student personnel are not distinct entities, but are closely interwoven components of an educational enterprise. Out of such understanding might emerge more imaginative campus planning than is now evident on many campuses.

A working relationship between NASPA and regional educational associations is another possible way of approaching the problem. Perhaps the Educational Facilities Laboratory, for which Harold Riker is doing yeoman service in gathering data on residence halls, would become interested in doing survey work and research on college student personnel facilities.

Institutions Responding to Questionnaire

Alabama, University of	Michigan, State University
Alaska, University of	Michigan, University of
Alma College	Minnesota, University of
Arkansas, University of	Missouri, University of
Auburn University	Montana State University
Baylor University	Montana State College
Beloit College	Nevada, University of
Boston University	New Mexico, University of
Bowling Green State University	New York State College(Geneseo)
Bradley University	New York State Col. (Buffalo)
Brigham Young University	North Carolina, Univ. of
Bucknell College	North Dakota, University of
California, University of at Davis	Northwestern University
at Los Angeles	Ohio State University
at Riverside	Ohio University
Chico State College	Oklahoma, University of
Cincinnati University	Oregon State College
Colorado School of Mines	Oregon, University of
Colorado State College(Greeley)	Pennsylvania State University
Colorado, University of	Pratt Institute
Cornell University	Princeton University
Delaware, University of	Purdue University
Denison University	Queens College
Denver University	Rhode Island, University of
DePauw University	Ripon College
Emory University	San Jose State College
Florida State University	Stanford University
Florida, University of	Southern Illinois University
Fordham University	Temple University
Houston, University of	Texas, University of
Howard University	Trenton State College
Illinois, University of	Tulane University
Illinois Wesleyan University	Tulsa University
Indiana University	University of Southern California
Iowa State University	Utah State University
Kansas State University,	Utah, University of
Kansas, University of	Vanderbilt University
Kent State University	Washington State University
Lawrence College	Washington, University of
Louisiana State University	West Virginia University
Loyola University of L. A.	Whitman College
Maine, University of	Willamette University
Maryland, University of	Wyoming, University of

CONFERENCE BANQUET

Tuesday, April 4, 1961

The Association Conference Banquet convened at seven o'clock, President Guthrie presiding.

PRESIDENT GUTHRIE: If you will find your places, please, you may remain seated while the invocation is given by Dean James McLeod, Dean of Students, Northwestern University. Dean McLeod.

DEAN JAMES C. McLEOD (Dean of Students, Northwestern University): Let us unite in prayer.

Almighty God, our heavenly Father, we would pause in this hour, mindful of the crises in our world and the uneasy peace in which we live, to ask Thy guidance for our nation's President and for all those in authority with him, that they may be blessed with wisdom and strength to seek and do Thy will.

Father of Lights and fountain of all knowledge, we ask Thine especial blessing and gracious favor for all our universities, colleges and schools. Quicken the minds of all in their desire for truth and their hearts in the love of virtue. Deliver us from fear of that which is new, and from scorn of that which is old. May those who teach find joy in their tasks and those who learn know the pleasure of accomplishment, and may both ever be possessed of humility.

We pray for courage to live above the common levels of life, as those privileged to serve Thee and Thy sons and daughters. Deliver us from all hypocrisy and pretense that we may choose wisely and well when critical choices must be made.

Bless our fellowship about these tables and keep us mindful of that host of courageous souls whose sacrifice and noble virtue pioneered the paths of the upward way, we seek to follow. May we ever be faithful to ourselves, our students, and to Thee. Amen.

... Dinner was served ...

PRESIDENT GUTHRIE: May I have your attention, please. If you would like to turn your chairs, this would be an appropriate time to do so -- this way. (Laughter)

Mr. Sims, Association Presidents and Vice Presidents, past and present, and designate (or elect), Distinguished Guests, Members of NASPA: I intend to use the last few minutes which are my prerogative as a retiring president, to the bitter end. Having laid an egg or two

already this Easter season, if I may borrow from another speaker, I intend to try one more. There is a Frenchman, you know, who, with reference to breakfast, said that "an oeuf is enough." [Cries of "Ooooo!"]

That is not really the story I intended to tell. (Laughter and applause) There is a current Peace Corps story, and I have carefully guarded it from my immediate friends this week, and I am sure it has been all over the place anyway, but it is the first time I had heard it. [Remarks off the record]

In all sincerity I want to express my own personal appreciation, and that of my fellow officers in NASPA, for the wonderful treatment we have had here in the hotel, from our Host Dean and his wife, the Juan Reids, from the Co-Chairmen of the Hospitality Committee, the Art Kiendlis.

May I say, in my capacity as president, how much I have appreciated the wonderful cooperation that I have had from the officers and the executive committee of NASPA. Most deans, I think, are accustomed to 7-day weeks, and to the responsibilities that come on each of our campuses, but it is a pleasure to work on a NASPA project when you are surrounded by people who do their own part and take their responsibilities, Fellow Officers and Members of the Executive Committee. I want to include particularly the chairmen of the committees and the commissions who have done the usual devoted work in a not too easy task, following through committee and commission business.

I am not going to mention people by name, except for Secretary-Treasurer Carl Knox and for Conference Chairman Glen Nygreen, and all of us who are close inside the NASPA picture know the extra effort that they put into everything that they do in making our year possible, and this Conference possible.

I have taken a great personal interest in tonight's program, the theme of the program being "The Role of the University in World Affairs." I think we have been represented so long over the world by the American tourists, by military personnel, by Hollywood movies, that it is time the educators, the members of our university faculties, student bodies, and administrative staffs have more part in the work of the world.

There are already encouraging signs on the part of many institutions, and I am proud of the part that NASPA deans have already taken in world affairs, in the assignments which they have had.

This was the reason then for tonight's theme on the University and World Affairs. We had originally planned to have James L. Morrill, Ford Foundation consultant, who

would have been our speaker tonight. When his absence made it necessary to make a change in the program, with some consultation, I immediately wrote to Mr. Robert Sargent Shriver. To be honest with you, I wired him, wrote to him, and telephoned him, to ask him if he would be our speaker here tonight; and he wrote back and said, and I read from his letter:

"I was very flattered by the invitation to address the National Association of Student Personnel Administrators in Colorado Springs. This is a group I know I would enjoy meeting, and I wish it were possible for me to come. However, my schedule is already committed, and I will not be able to accept this fine invitation. If you would like me to arrange for someone to represent the Peace Corps, please let me know."

You can guess that I called him promptly and we are honored tonight to have his representative, Mr. Albert Sims, who will be introduced later.

When I called back to Dr. Morrill and said, "You will be glad to know that we have what we consider to be a fine substitute for your appearance tonight," Dr. Morrill said, "You have got my friend Al. He's better than I am."

I can only say this, when Mr. Abraham Lincoln was presented with two tall Beaver hats at the same time from two cherished friends, he looked at the two cherished friends, and he looked at the two beaver hats, and he said, "Gentlemen, these two hats mutually excell each other." (Laughter)

I want one last word, and I am going to depart. I thought of all that we have said about the work of the deans, and we have said too something about the work of the student leadership on our campus, and I would like the privilege of reading a short letter which was sent back to our campus by last year's outstanding senior man student from Ohio State University, who is in the university in Bonn, Germany, this year, as the Ohio State University Fraternity system's exchange student. His name, incidentally, is Dean Hoge, Mr. Dean Hoge.

He addressed a message back to a student faculty conference this year on our campus, not long ago, and the message reads as follows:

"While at Ohio State, my convictions grew that the student life and student activities should re-evaluate themselves according to how they feed and strengthen the prime goals of the University; achieving excellence in the intellectual life and preparing students for effective world citizenship. Much of Ohio State life is burdened by the remnants of outdated traditions (largely out of the post-

war years) which should fall away in favor of concerted student-and-faculty groups dealing with basic university, national, and world issues.

"In this new direction I greet faculty interest, which must carry an increasing role as resource. And I repeat my belief that any group of fifty concerned and aware students has the ability to shape the entire Ohio State student life. Kay Wagner (the student Senate president) said in a discussion of the decline of existing student activities last year, 'Don't worry about people to carry out the meaningful tasks. When you have real issues, you get real people.'

"My six months in Germany have served to make indelibly clear (1) the coming death struggle with communism and the shaky faith in America as leader of the free world, (2) the importance of the uncommitted countries to our survival, and (3) the terrible effect of race strife on America's image in the world. I greet all Americans of my generation who are preparing themselves for grappling with these and other vital issues."

So I would like to depart my NASPA duties with a salute to the responsible student leadership on our campuses and to the deans in NASPA who, together, have great missions ahead of them.

Now may I turn the meeting over to your Toastmaster, the Dean of Students of Kansas State University, Dean Herbert Wunderlich, a Stanford man, a Navy Commander. His first association with NASPA came at the Albuquerque meeting, which is famous for more reasons than one, twenty years ago. Being a Stanford man, his son is in medical school at Stanford University. In August I think you might find him in a cabin in Montana. He has served this year on NASPA's executive committee.

May I introduce to you, and express a thanks to him, Dean Wunderlich, Kansas State University, an executive committee colleague of mine. (Applause)

TOASTMASTER HERBERT J. WUNDERLICH (Dean of Students, Kansas State University): Thank you, Bill. These NASPA Conferences are wonderful. We learn more about our friends and how they are able to win NCAA-almost-championships. (Laughter) We know now in Kansas, where we do play a bit of basketball, why it is that Ohio State is generally so outstanding and successful -- they turn in their team in the upper Congo, and they bring back some of the Ubangi tribe members. (Laughter) Don, we must remember that. (Laughter)

We have in store for us this evening a wonderful group from the University of Colorado, a Choral Group "The

Modern Choir of the University of Colorado," directed by the Dean of their School of Music, Warner Imig.

Warner, would you bring that wonderful young group in, and let us hear the Modern Choir of the University of Colorado. (Applause)

... Very beautiful musical selections were presented by The Modern Choir of the University of Colorado, directed by Dean Warner Imig, School of Music ...

... As the Modern Choir left the banquet room they were extended a tremendous ovation ...

TOASTMASTER WUNDERLICH: Weren't they wonderful? (Applause) Now you know why we Kansans invite Warner Imig to come down off the mountains to conduct our Choral groups in the summers. They are wonderful groups, and we are very grateful to Dean Art Kiendl for arranging that they be with us this evening.

Charming Ladies, Colleagues of NASPA, and Guests: With your permission I would like to proceed with getting better acquainted. We have here this evening guests representing other associations whom we would like to introduce very briefly.

I understand Richard Blackburn, Director of the Colorado Union is with us this evening, representing the Association of College Unions. Will you withhold your applause until all are introduced. Mr. Blackburn, will you please stand?

We also have Lt.-Col. Virgil O'Connor, Registrar of the U. S. Air Force Academy, Colorado Springs, representing the American Association of Collegiate Registrars. Will you please stand? Thank you.

We also have Francis Wacker, immediate past president of the National Inter-Fraternity Conference. Is he here?

We also have Dean Polly Parish, Dean of Women at the University of Colorado, who is representing the National Association of Deans of Women. Polly.

Also, Bob McCleery, representing the Executive Council of ACPA. Bob here? Thank you.

In addition, if it were possible, I would like also to introduce each and every new visiting member of NASPA, were it possible. Would you raise your hands at least, please, all new members? This is your first Association meeting, your Green Ribbon attendance. To all of you, our greetings. (Applause)

Bill, if you will permit just a moment of nostalgia, I remember how much it meant to me, twenty-one years ago, when as a green ribbon member of NADAM, I was given the privilege, as a pink-checked, fuzzy-faced chap then to introduce Dean Babcock, and also listen to Shorty Nowotny, who was then Master of Ceremonies, rise and announce, "Folks, I am respectful. I want you to know I am standing up." Shorty is 5'x4" square. (Laughter) Shorty introduced our famous Mayor of Kansas City. Those are memorable occasions, and I hope this evening, for you newcomers, you will have the same experience attending your first Conference of NASPA at Colorado Springs.

A Master of Ceremonies is in a very awkward and handicapped position. Adam had it easy. He had it good. Whenever he said anything good, he knew that no one had ever said it before. (Laughter)

I was asked this morning, "Are you telling us any stories?" I said, "No, I cannot tell stories. I am no raconteur. Furthermore, the quality and the tone of this meeting here has been so inspirational and of such a high level that it would be almost impossible to find a suitable story for an occasion of this sort."

Yet as I walked around the lake this morning, there came to my mind this possibility that might contain continuity and somewhat the quality of this program we have enjoyed thus far.

I want to tell you about Automation University. It is a parable that may have some significance in our time. Automation University arose in the mind of man. It arose as the American continent conceded that we needed more institutions to meet the rising demand for higher learning.

But I also want you to know that Automation University does not exist. Automation University has a central control area where all of the electronic equipment and all of the computers perform the services of an administration and educational control. Here in the control center of Automation University all the processes of registration, physical examination, mental examinations, assignments to classes, curriculae, I.B.M. course cards, assignment to advisers, assignment to rooms are made.

My story is about the central filing in Automation University, Dean Control Rod, who performs the personnel functions. There came to Automation University a young man, with his parents, to register in this remarkable new institution which does not exist today but only in the minds of some men. He deposited his money in the slot machines, and all the banks and series of electronic equipment proceeded to blink, buzz and whir. In a few moments he was registered, his physical examination had been given,

and he had received his IBM cards, and he went off merrily to his classes.

Pluto was very happy with his experience at Automation University. So was Ura, a young lady who had registered in Automation University. For eight months they felt the educational process, the finesse, the exactitude of that procedure was very satisfactory. Along, however, one evening on a Monday evening in May, after Pluto had had a weekend date with Ura, he became tremendously disturbed; and about 1:30 in the morning he sent a hurry-up call to the control center. His message to Dean Control Rod was:

"I have become radioactive. My critical mass has become almost explosive. I need counsel and guidance."

Immediately in control center the lights began to blink, red and green, and white, and the whir of the motors and the computers began to operate. There was this message over the loud speaker, "The dean, the dean, the dean, the d--, the d---, the ---, the ---, the ---." Then there was a tremendous flash, and a great red sign with white letters on it: "Is out of order." (Laughter)

As I introduce the members of the platform party, most of whom are deans, my story may give you some food for thoughts.

I would like you to know, on your right, our charming host, Dean Juan Reid, Colorado College, Vice President for the coming year. If you will hold your applause, and I ask you to stand, please, Juan. Thank you.

I would like to introduce next Tom King, Dean of Michigan State who is retiring this year.

If I may at this moment also call to your attention that we are losing from the "deanery" Carl Kallgren of Colgate this year, and Tom Rece at Emory University.

Next I would like to introduce Dean James McLeod of Northwestern University, whose prayers have been packed with such wonderful thought. Dean McLeod.

Next our charming wife of our current President, Mrs. William Guthrie, Ohio State. And all of you will long remember, I am sure, the high marks of our meeting here, the address this morning by our President for the coming year, Dean Fred Weaver, from the University of North Carolina, who has now gone on to assume executive secretary functions for their control board of North Carolina. Dean Fred Weaver. Is that a board of control, or a board of regents, Fred?

PRESIDENT-DESIGNATE WEAVER: It is out of control. (Laughter)

TOASTMASTER WUNDERLICH: It will soon be in control.

Next, just in passing, our speaker for the evening Albert G. Sims, who will be introduced shortly, will you please rise? He will be introduced by our colleague John Netherton, University of Chicago.

Next, I would like to again introduce you to Dean William Guthrie. Bill, will you please stand, for this is an occasion for him and for his wife. Fantastic. It is almost unbelievable. They have been married 25 years this year. He has been a member of NASPA 25 years. He has been with Ohio State 25 years. And we understand his 25th birthday is this year too.

... The delegation arose and applauded ...

PRESIDENT GUTHRIE: I cannot tell a lie. I am 49 and I am very proud of it. (Laughter) And I want to acknowledge my 25th wedding anniversary, which is not today but it is soon, by kissing my wife, and thank you all. (Laughter and applause as President Guthrie kissed his wife)

TOASTMASTER WUNDERLICH: This is the stuff of which NASPA is made. (Laughter)

Next I would like to introduce Dean Harold Stewart, Vice President for the coming year, from Wayne State.

Next, Dean Don Anderson, our Vice President, retiring, from that wonderful state of Washington, the University of Washington in Seattle.

I would like you to know next Dean Carl Grip, Vice President, retiring, but not retired, from Temple University.

Now our charming hostess for next year, the wife of President Fred Weaver, Mrs. Weaver, from North Carolina. The south has something. I hope you get acquainted with her in the coming year.

Next, Dean John Gwin, Vice President Designate, Beloit College.

Next Dean Jack Clevenger, President Designate, that wonderful state of Washington and Washington State College.

Next, Vice President Victor Yanitelli, a Vice President of his institution, Fordham; Vice President Designate of NASPA.

Last but not least, the functioning productive program chairman, to succeed a chap, I want you to know, incidentally, who was a student of mine when I was Assistant Dean at the University of Washington, Glen Nygreen, Dean O. D. Roberts. Will you stand. Dean O. D. Roberts will succeed Glen Nygreen.

Now a large hand. (Applause)

After hearing that wonderful Modern Choir, doesn't it give us all a feeling that, gee, it's going to be wonderful to get back to our campus and rejuvenate our hearts and spirits working with young people again. And if I were able to turn back my life 25 years, and start as a freshman again in all sincerity I would be pleased, I would be privileged, to work under any one of you as a student. NASPA conveys, I think, to everyone individually that conviction that the people here are dedicated, are wonderful persons to have working with the youth of America.

Now I would like to turn the introduction of our speaker for the evening over to John Netherton, Dean Netherton of the University of Chicago. (Applause)

DEAN JOHN NETHERTON (Dean of Students, University of Chicago): Thank you, Herb.

At the Colorado Springs meeting of NASPA in the spring of 1961, the very season which saw the beginning of action on a very important new undertaking of the United States in world affairs, we find that it was arranged that this group of college and university educators should be addressed with rich authority on precisely that aspect of the new program which is of most concern to them in their professional role, an aspect about which, if I may put it this way, our tongues have been hanging out for some of that inside dope.

I wish that on behalf of your Committee on International Exchange I could claim some credit for the truly magnificent timeliness and authenticity of these arrangements. We like to think it is the kind of bright idea we might have suggested, but the fact is that absolutely the only grounds for bragging that we have is that we are smart enough to belong to the same organization as President Bill Guthrie and Conference Chairman Glen Nygreen, whose coup and snappy planning this is.

The very existence of the post now occupied by our speaker tonight can be a source of satisfaction to a group like this. In fact, "satisfaction" is a rather weak word for the kind of reaction that I was observing just as I left our campus, to some of the language of the Shriver report and recommendations to the President about the Peace Corps. I just happen to have some of it here. I find passages like this:

"The Peace Corps is in fact a great venture in the education of Americans and of people in the newly developing nations. As a high educational venture, its proper carriers are our traditional institutions of higher education."

At another place it says, "University involvement in the right project can help American education expand its horizon, its research, and its curriculum to the whole world. It is time for American Universities to truly become world universities. The Peace Corps can help them with this transformation."

This has an exciting sound to it, and our speaker and we are in this thing together.

Mr. Albert Sims is Vice President in charge of the Institute of International Education. He still is. And shuttling between New York and Washington, he is now also the Director of University Relations for the Peace Corps program.

He is a product of Michigan State University, or college, as it was in his day, and of the Graduate School of Syracuse University. Not long after that, came World War II, during which he served in the Signal Corps, and as a military government officer in Germany. He stayed on there after the war, in the office of the U. S. High Commissioner for Germany, where, among other responsibilities, he had responsibility for deputy director for German Public Affairs.

Then before joining IIE, he served as Acting Deputy Administrator of the International Information Administration. He is a member of the American Political Science Association, the Society for Public Administration, and the Council on Foreign Relations, in addition to whatever else is in Who's Who.

If I may be indulged in a slight unorthodoxy, I would like to tell you one thing that he is not. He does not know this. I restrained myself from mentioning it throughout dinner. Ever since I learned he began his military career as a Pvt. in the Signal Corps, I wondered whether he could be my old 1942 Signal Corps pal Sims, who was with me in Fort Monmouth that year. No. (Laughter) I do want to assure you, and him, that I am not in the slightest degree disappointed with him for not being that other man. I am more convinced since we have had dinner together, than I was sure I would be, that he is one of the very best Simses in his own right, but it would have made a nice story. (Laughter)

President Kennedy said, "My Fellow Americans, it is not what your country can do for you so much as what you

can do for your country."

Mr. Sims, you tell us what the Peace Corps is going to do, and we all hope -- I am pretty sure I speak for my Association in this, and I am sure you will do it -- that you will say some suggestive things to us as to what we can do to help the Peace Corps. Mr. Sims. (Applause)

MR. ALBERT G. SIMS (Vice President, Institute of International Education, and Director of University Training Programs for Peace Corps, "The Role of the University in World Affairs through the Peace Corps"): Ladies, Honored and Honorable Deans: I am sure no matter how served or served up, you have had your glowing music this evening, and a moment of high sentiment. I am not sure what else I can provide you for the balance of the evening.

But in any case, I am very grateful to you and to my friend Lew Morrill for making this opportunity available for me to flee the New Frontier and visit the old frontier for a little peace. (Laughter)

With the interest that the Peace Corps has excited around the country these days, the question of its paternity has been much discussed, and everybody has a fair claim. Recently I was at a meeting at the American Council on Education, when Dr. Olpin, who is the president of the University of Utah, as you might know, gave me a memorandum dated November, 1953, I believe, a report on a trip that he had made overseas to New Zealand and Japan. In it he has this paragraph:

"This condition" -- that is, the condition, or the problem of Americans overseas in the foreign service, with all the limitations that go with this -- "this condition could be avoided if the United States government could call a sizable number of young men on missions to Japan and other foreign countries to serve their country for two or three year periods, with no remuneration other than living expenses. It would be understood that these men are not career people, and that after these few years of service, the individuals would be expected to return to their homes. They should have no ambition to lead them to do things selfishly."

He said to me, "I am glad that my idea has been accepted." (Laughter)

More recently of course Congressman Reuss, and Senator Neuberger can claim paternity. They introduced the amendment to the Mutual Aid -- Mutual Security Act of 1960, which led Colorado College and Professor Albertson to do the study of the possibility of a youth corps, as it was known at that time. That study has been made and the preliminary report on it finished.

Whatever the conception of the idea was, I am sure I had no part in it, but I was an attendant to the birth of the Peace Corps, which I date back to February 7 of this year, when a small group of us met in the Mayflower Hotel with Sargent Shriver to see whether we could put together some coherent ideas about what a Peace Corps could be, and to see whether it might be started right away, or almost right away.

I think President Kennedy felt that this was one of the points on the agenda of the new administration which he wished to implement as soon as possible. So in a few weeks thereafter, he had issued his executive order and the Peace Corps was in being.

Now, since its birth, it has been a phenomenon most apparent to those of us in the Peace Corps organization and I am sure apparent to those of you on the campuses around the country. I think it was the day after the President had issued his executive order that a student at Georgetown University called me on the telephone and told me that a Peace Corps branch had been organized at Georgetown and he was waiting for instructions as to what to do. (Laughter)

And I, being somewhat at a loss in these circumstances -- we were in the midst of trying to formulate policies and ourselves decide what the Peace Corps should do -- told him that I thought that he would have to be patient for a few days, whereupon with ingenuity he volunteered that the group could easily walk down to the Peace Corps headquarters and perform necessary chores for the Peace Corps right at this time.

This characterizes the kind of energy and enthusiasm and interest that has been exhibited from our vantage point in Washington around the country. Similar leaders of student groups have called me from all parts of the country. We have been visited in a steady stream, and I think I recognize in the room some of you who have found your way to our offices in Washington.

I might say that anybody who found me in my office in Washington has won his Merit Badge in path finding. (Laughter) We are in improvised quarters, and mine is a small nook in a very old building, tucked away in a very inconspicuous corner.

There has been interest as well exhibited by alumni groups. I have been repeatedly called by some alumni groups with the query, "What do we do to get our institutions involved?" Or more bluntly, "How can we exert pressure on our institutions to become participants in the Peace Corps?" (Laughter)

I have had faculty and administration people visiting me, and one distinguished vice president who came to me with a note of great urgency in his voice, saying, "You must tell me what I can do. Ten per cent of the students at my institution, and ten per cent of the faculty are calling me, and I am being put on the spot hourly. What can I tell them? How can we become involved?"

The American Council on Education has recently completed a survey of the institutional members of the Council and has, in response to this survey collected a very impressive indication of interest on the part of institutions replying. We have been told that facilities are available for training by dozens of institutions. We have been informed by some institutions that already curriculae are being rearranged so that students can be better prepared for Peace Corps participation. We have been offered staging facilities for Peace Corps personnel about to go overseas, etc.

Another interesting aspect of the phenomenon is that the program has, I think, been proof against any concerted criticism to this point. At least this is the sense of what we see, what we feel in Washington. This may be but a moment of surcease from criticism, but those who are in this field of cultural relations, International Education Exchange, know how difficult it is to annually get their money from the Congress to support their programs, and the kind of criticism that their programs are likely to invite. So far, from both sides of the aisle in Congress, the attitude has been on the whole most favorable towards this program.

Well the question arises, whence this phenomenon? Why such interest? Particularly why such interest among young people who would be the participants in the program?

I would suppose that all of us can invent some rationalizations for this. It is worth thinking about. I have some of my own, and I would like to put them forward to you.

I think that there are perhaps three main ingredients to be reckoned with here:

1. I think that the first is that this is part of the phenomenon of what I would call the great awakening which affects not only our young people, but our people as a whole. President Kennedy refers to the small world in which we live when he talks of Laos and our problems there. We are around the world in dimensions never before seen by us I think witnessing a kind of revolution, and the dimensions of this, I believe, even the wisest among us have either grossly miscalculated or even failed to surmise at all. This has been called the revolution of rising expectations.

It is an economic revolution, it is a political revolution.

I was reading on the way out to Denver something of the more recent history of the Congo, and it was called to my attention that in 1955 a professor van Billson of Antwerp, who had made a lifetime career of studying the overseas colonies and relationships of the Belgium government, had come forward with a startling idea, that the Belgium policy which up to that point in the Congo had been recognized generally as being a model policy, had avoided all the trouble that the British and the French had had in most parts of Africa, he had come forward with the idea that the Belgium policy was wrong. The Belgians had failed to provide education to the extent that was necessary for the Congolese to assume responsibilities.

So he proposed that a thirty-year plan be developed whereby the Congolese would be educated and that over this period a deliberate effort would be made to transfer political and other responsibilities.

As I say, this idea was largely hooted down at the time as being simply irrational in the circumstances. This was in 1955, mind you.

Well it seems to me that this great awakening, as I would call it, around the world affects particularly our younger people, and to the extent that our colleges and universities are doing their jobs, our young people, I think will find themselves in the midstream of this.

2. A second explanation that I would make is that I think there is not only among our young people, but among the population generally a sense of frustration with our traditional tools in our relations with other countries, with the tools of diplomacy, capital investments abroad, even with the tool of technical assistance, with which many have become somewhat disenchanted.'

There is a feeling that this revolution to which I referred earlier, in the less developed areas, is one not of kings and presidents, but is a revolution that affects the people in the masses, and that this being the circumstance, there is a need now for what the Eisenhower administration called a People-to-People program, or what is in the feeling of many, I think, a necessity for getting personally involved in the issues, the big issues in the world today. And I think this is another factor that can be cited as explanation.

3. Then I would cite one more, and this I would call the need for a frontier, and a sense of challenge among our young people, a substitution for what the west once was in our country's history, and what was later the American

dream of success in the fulsome opportunity of our business and industrial world.

I think that now these challenges are becoming displaced with a new challenge, and that our younger people are deliberately seeking this. This, I believe, is a part of the process of maturation for a young person to test himself when he is searching for the new ground on which he can make the test.

I think Ken Galbraith, our new Ambassador to India, is probably right when he refers to the changing goals among our young people and among our people generally. This is part of the search for national goals which we have been engaged in for the last year or two.

Well, these would be some of the factors I think we should reckon with when we are trying to account for this phenomenon.

Now let me speak a little of what the Peace Corps is, and how it operates at this point.

The Peace Corps is conceived of as a new element, basically as a new element in our foreign aid program. We have had foreign aid in the form of loans, hard and soft. We have had foreign aid in terms of technical assistance. We have had foreign aid in the form of grants, but we have not to any degree had foreign aid in the form of skilled manpower, Americans who would go abroad to serve and to do a job, to be operators, to be doers, and this is the distinction in this concept between what is intended here, and what the International Cooperation Administration and other parts of our foreign aid program have been doing.

This is the concept that young people will go abroad and do a job, not stand on the stand and advise, but to become involved. The involvement would be in situations where there is a need. This is an important point, because in many of the so-called less developed areas there is no shortage of manpower in the overall sense of the phrase. There are shortages of particular kinds of skills which the country in question may not have been able to remedy from its own resources, and the shortage of which may at this time be holding them back from the kind of economic breakthrough that they are interested in and that we are interested in assisting them in attaining.

These are the situations where we can see there is a possibility of providing peace corps personnel. This then is basically a means of fulfilling our United States responsibilities in relation to those countries that can use our help and need it, and it is secondarily an opportunity for service in the interests of the nation, or in the interests of the individual, or both, as the individual will interpret it.

It is also a way, I think, and these are ancillary purposes, it is a way of reaching understanding by this kind of direct personal approach between our peoples and those abroad, it is a way of our coming to know them better, and they coming to know us. It is a way perhaps to equip us better as a people for our world responsibilities.

And there are some things that it is not, as Mr. Shriver has emphasized on various occasions.

I think it is certainly not only a means of self-gratification through service for our young people. If it is only that, it will not succeed, I feel.

It is certainly not a Junior Year abroad. And it is certainly not a children's or any other kind of a crusade.

The President in his foreign aid message to the Congress developed the thesis of the new administration with respect to foreign aid, and I recommend you read it, if you have not, because it is an attempt to provide a statement of what we can do in this field, what our responsibilities are in this field, and how we might realize them in ways in which we have not before. It is a concept of a coherent foreign aid effort involving all the tools that can be usefully applied in this effort, and the inter-relationship of these tools one with another. It is a concept that we will spend of our national wealth and resources in such a way that we will see an end product which will be in our interests, and in the interest of the countries which we assist. It is a concept that we will be attempting to provide what is needed over a relatively short period of time so that these countries can themselves be self-sustaining and can break through to this new level of economic growth that both they and we look forward to.

In this sense the Peace Corps is a part of the new foreign aid program.

Now, to the question of how the Peace Corps will work, the President said in his message to the Congress that the Peace Corps would work in four or five various ways, and he listed these in order, in some order of priority of importance.

He said the Peace Corps would work through private agencies that have been in this field, and that have been doing essentially what is the Peace Corps program under their own auspices. The Peace Corps will attempt to assist these agencies to expand their activities, and to make them more effective.

The Peace Corps will work with the universities. There are in the International Cooperation Administration program alone some 57 universities working, I think, in 37

countries, and close to 100 different contracts involving these universities. Most of these contracts are not of Peace Corps design, but they are, we think, a medium through which Peace Corps personnel may be used, and they present an opportunity, and they provide the experience for universities to launch into the field of the Peace Corps activities if it interests them.

The Peace Corps is also interested in working through the United Nations.

We realize the problems that may be involved administratively and politically, and otherwise, in working through the United Nations, but I think we are convinced that if we can come to terms with an arrangement with the United Nations that this may be the most effective means of all by which the Peace Corps program can be implemented.

We are also proposing to work through other government agencies which may have programs overseas, such as the International Cooperation Administration Program, that lend themselves to the insertion of Peace Corps personnel.

Finally, we will in certain types of projects that are of a size or a complexity that makes it difficult to operate them otherwise, we will operate these as Peace Corps projects, administered directly by the Peace Corps.

Now then, with these as the means through which we work, we have in the organization, this very preliminary organization of the Peace Corps, set up units that we think are necessary to implementing the program in these terms, to give it life in these terms.

We have an office for University Relations, with which I am concerned. We have an office for private agency relationships. We have an office which is organized according to regions and countries overseas, so that we can get the measure of what needs are in these countries. And we have a group which we call Peace Corps Personnel, that concerns itself with the recruitment, selection and training of the Peace Corps people who will go through any of these channels that I have mentioned.

We have our start; we have our organization. We have a budget bureau authorization to operate to June 30 of this year, with \$10-million. We have an Executive Order which gives us legitimacy. We are beginning to define policies. We have, as I think most of you know, distributed some 200,000 copies of a Peace Corps volunteer questionnaire. The purpose of this is to catalog at the outset, as broadly as we can, the young people who may be interested and may be qualified in this program.

We have advisory committees established, a

National Advisory Committee, and we have for the university program a special committee that Dr. Arthur Adams, the President of the American Council on Education, has set up to represent the universities.

I might say, incidentally, that I have worked closely with Dr. Adams and this committee in the formulation of policies that would affect the universities, and this we intend to be our policy: That we shall in the formulation of our program, in defining what we will do, we intend to work closely (as closely as we can) with the representatives of the community of higher education represented by the American Council on Education.

Now what we do not have is also important. We do not at this stage have a license to build a building program. We have been advised that we should make careful but significant start to this program. We do not have any congressional authorization for the program. We have neither legislation nor appropriation, both of which we must seek fairly immediately. But we have our start.

Let me speak a little more specifically about the university program, and the university role. We visualize that the university might become involved in the Peace Corps program in three different ways:

1. The university may become the administrator of a project overseas, on behalf of the Peace Corps, or with Peace Corps endorsement and support.
2. The university may and will be indeed the primary training ground for Peace Corps personnel, whether university administered, whether the project is university administered or administered by some other agency.
3. Finally, and this perhaps would come at a little later stage, we visualize that the university may become involved to a considerable extent in the research and evaluation that must accompany this program.

Now, I have been most concerned during the first few weeks of the organization of the program with the university role as the administrator of projects. We see the possibility of the university in this role in three different ways. As I mentioned earlier, some universities have contracts overseas with the ICA or with foundations. These are mostly of technical assistance variety, but many of these contracts, I am sure on the basis of my discussion with a number of representatives of institutions having such arrangements, many of these contracts can usefully absorb an element of Peace Corps personnel, either to extend the out-reach of the project, or to make it more effective in various ways. And we shall invite the Universities and colleges to come to us with ideas about how this can be done.

A second way in which the university can become involved as the manager of a project, a Peace Corps project, will be the instance in which the university, from its experience overseas, from its faculty serving overseas, or by some other means, is able to present to the Peace Corps a project which it would like to have the Peace Corps finance, either in whole or in part.

In the beginning, I think this kind of initiative will probably be restricted mostly to the universities with some experience in overseas activities. But we are hopeful that we can broaden the base of participation in this respect.

At the outset there will not be too much the Peace Corps can do by way of assisting universities interested in developing such projects, but at a later stage, I visualize that the Peace Corps can have as one of its important functions the assistance to universities interested in this kind of project management, and without the facilities overseas to do the job of developing the project soundly or perceiving the opportunities for developing the project.

A third type of involvement for the university would come when the Peace Corps, from its own overseas staff or from its Washington program operations, perceives the need for a kind of program overseas that can best be administered by a university, and the Peace Corps thereby goes to the university or universities, or one or more, and invites its participation in the program.

Now, I think this is one of the ways in which we intend to exert our initiative for the universities to become involved. We have now at this early stage in the program a number of teams overseas in various countries, and ideas are being explored with authorities in these countries as to what might be done initially in the Peace Corps program. In our initial thinking a great deal of emphasis has been given to possibilities for supplying teachers, secondary and primary schools, supplying teachers of English in schools abroad, and projects of this variety. Most of these we think would be good projects for university involvement.

The question of the extent of university involvement is really one that the Peace Corps must put to the University or the College. I think the university must define and delimit its own role in this kind of a program. There are opportunities here that I think are great for the educational institution. But I think that each educational institution should realize its limitations and its capacities in attempting to become involved. It should searchingly ask itself what it is capable of doing, what it can do, and what it should do.

I say this, realizing that the university in world affairs, as the Morrill report suggests, represents an issue that is yet being defined for each university for itself, and by the university community generally. Certain it is that this role is changing, and certain it is that this is an opportunity to accelerate change, this Peace Corps.

I see that there are some real values from an educational point of view to the program, and to the university involvement in it. I see it as a means for higher education in our country, a direct means of breaking what I would call the grip of parochialism that characterizes much of our university life, and the educational process in our universities.

I see it as a means of strengthening area programs, and other programs in the institution. I see it as a good possibility of feeding back into the institution useful knowledge about how curriculae can be developed and changed in the light of new circumstances and needs, and indeed an incentive in the educational process itself for our young people. And I think it is a real possibility for re-creating the image of community service for the university and extending it to the world in which we live.

Now I think in addition to these opportunities, I should mention that there are some problems, some real problems of which we in the Peace Corps are much aware as we develop our policies and our programs.

One problem stems from the very favorable climate in which the program grows to which I earlier alluded, to the phenomenon of support for the program around the country. This is in and of itself a wonderful thing. But I think that it creates a kind of pressure upon the Peace Corps itself which we must learn to sustain and regulate and use constructively.

I think that it can create a kind of pressure to get young Americans abroad in large numbers, into situations where the need may not be as well defined as we would like it.

There is an expectation, a soaring expectation, I think around campuses in the country that students will become involved in very large numbers in the Peace Corps program rather immediately, and these are soaring expectations that for the moment have no real basis in reality, because the program is yet in a very initial stage, and, as I mentioned earlier, yet must get the sanction of the congress and the money to operate on a long term basis, and the policy of the congress defining how it shall operate and what it shall do in the long run.

There is a problem also -- and I am aware of this, being a representative from the private sector and not a government bureaucrat, at least in my later days here -- of protecting the energy and the initiative which has characterized the private sector, the private agencies, and the universities in this field. I think that one of the virtues of our kind of plurality in our country is that in our foreign relations we do things not monolithically, but by many meetings and with great flexibility, and so our universities and private agencies get involved in international relations in the national interest, and they do this largely on their own initiative. And much of what they do is good. And the considerable funds and initiative that go into these programs, I think, must be protected, and it would be my hope that the Peace Corps can operate in such a way that there will be this protection.

We have at the outset decided that the Peace Corps will operate as a kind of supplier of personnel for private agencies and for the universities. However, we anticipate that in the long run we shall have a program and a policy whereby the Peace Corps can make grants and aid to private agencies so that they may do what they are already doing, and do it under their own flag and without necessarily conforming in all details to the Peace Corps volunteer and Peace Corps personnel policies.

We see this as desirable not only to protect the initiative I spoke of earlier, but because in this way we can operate more flexibly and we can, I think, in certain political circumstances overseas operate more effectively.

Now I think another problem we face is the problem of selection and training. Everybody recognizes that this program, will depend largely upon the qualitative factors it can introduce in the selection and training program, and we are determined that the people who shall go shall be will selected and well trained.

Finally, I think there is a question of the impact of our young people abroad. Most of the experts in the foreign aid business have commented that the theory of economic development in less developed countries is a new and ill-defined discipline.

Well, beyond this, nobody knows what the impact of large numbers of young Americans abroad will be, politically and otherwise. So I think there is -- it may be stated as a problem -- a large risk factor involved in this kind of a program.

I have a good friend who is a distinguished political science theorist and practitioner, who says that he thinks the whole world for the Peace Corps is divided into two parts. There are those people who at the sound of

the phrase "Peace Corps" blanché and fade away, thinking that this is a notion which is insupportable.

Then there is the other half of the world, or more, who feel that the Peace Corps presents a new and challenging idea, who become breathless at the prospect.

Well I would say that what this program needs at this point is neither bleeding hearts, of which there will be many, nor hearts of stone that are set against new ventures, and have a spirit of hopelessness. What the program needs is intelligent support and understanding of what it can do, and what kind of an opportunity it presents.

I think there is a need for building from small beginnings soundly, and this we are trying to do. And there is a chance by these means, we believe, of fostering a change for good in the climate between men here and in other parts of the world.

I would remind those who think that the prospect, the vision of a few thousand Americans abroad is a frightening one, and excessive, I would remind them that we ought not in our thinking to be less venturesome, or less radical, if you will than what was done not so long ago, indeed within the memory of men now living, in the export of some fifty thousand men, women and children from the Congo each year, not for a year, but for a lifetime, and this was part and is part of our heritage, and part of our problem. If we could in this respect, not so long ago, be this venturesome (unfortunately) should we be less venturesome with a prospect such as this in front of us.

Thank you. [Prolonged applause]

TOASTMASTER WUNDERLICH: Thank you very, very sincerely for this direct, informative and authoritative information on the Peace Corps. We appreciate your taking the time to leave Washington and be with us, Mr. Sims.

President Guthrie, you have one last official act before you retire. Would you like to perform that now?

PRESIDENT GUTHRIE: I have a very pleasant one. I would like to present to President Fred Weaver the gavel of office, which signifies the leadership of NASPA, and I am sure for him it carries with it the respect and the admiration, the cooperation and the assurance of support at every point for his new and successful year ahead. Dean Fred Weaver, Mr. President.

... Applause as the gavel was presented to President Fred H. Weaver ...

PRESIDENT-ELECT WEAVER: Thank you. My first

act as President will be to express to you, Bill, the appreciation of the organization for your splendid leadership. It has been an inspiration and an example to us, and we are much the better for it.

Secondly, I would like to invite the members of the Executive Committee, both the old committee and the new, to a meeting which will start about fifteen minutes from now, in the North Lake Room, down the corridor, which you all know so well. Just off the North Lake. (Laughter)

The members of the executive committee include the President-Designate and the two vice presidents-designate, and in addition three members who served this year will be appointed for continuing duties next year. Then Dean Carl Grip, Dean Don Anderson, and Dean David Robinson.

Also, we have asked to serve on the executive committee: Vice President John Summerskill of Cornell University, Dean James G. Allen of Texas Tech, Dean Noble Hendrix of the University of Miami in Miami, Florida, Dean Lyle Reynolds of the University of California in Santa Barbara, and to meet with us Dean O. D. Roberts, the elected Conference Chairman to begin next year, of Purdue University.

I do not know who adjourns this meeting. Do you?

TOASTMASTER WUNDERLICH: You adjourn it; you are President.

PRESIDENT-ELECT WEAVER: Well, my third act is to declare this meeting adjourned. (Laughter and applause)

... The Conference Banquet recessed at ten-fifteen o'clock ...

FINAL BUSINESS SESSION

Wednesday, April 5, 1961

The final Business Session convened at nine-fifteen o'clock, President Fred H. Weaver presiding.

PRESIDENT WEAVER: May I have your attention, please. I was greeted this morning by the announcement at the door that there were no announcements. I told Glen Nygreen I thought that was ominous, somebody should dig one up.

Continental Airlines has informed Carl Cecil that it looks to them as if many Deans have neglected to reconfirm their reservations, and asked us if we would make an announcement to that effect. So if anyone here is affected by that, you may act accordingly.

This morning we have at this session reports from a number of committees and commissions, four of them, and I would like to call on Bill Swartzbaugh at this time to present the report of the Commission on Student Financial Aids. Bill is acting for Armour J. Blackburn, who was acting for Clark Davis. (Laughter)

DEAN WILLIAM L. SWARTZBAUGH (Commission VI, Student Financial Aids): It may turn out that I am one of the many bad actors around here, I am not sure. For the benefit of those who were in the last business session, might I say that everything to be reported by Commission VI is asserted, recognized, and reaffirmed. (Laughter)

As others have pointed out in previous reports, the functions and the constituency of this Commission are found in your program, page 19, if you care to look. I hasten to add that any similarity between the persons listed there, and those who have worked on this Commission during the Conference is largely, even if excusably, coincidental.

Further, if this report is accepted, perhaps both the functions and the membership of the Commission may be changed.

Recent History

Since our last jamboree the Commission has:

1. Met under the leadership of its Chairman, I. Clark Davis, and Vice President Carl Grip with representatives of the American Council on Education, the American Personnel and Guidance Association, and the U. S. Office of Education to lend NASPA's support to the continuation of the N.D.E.A. loan program and to discuss proposals for legislation for a federal scholarship program.

Suffice it to report at this point that the Commission concurred with ACE in the modifications of the NDEA loan program currently under discussion in Congress.

2. The Commission has continued to swap carbon copies and opinions on federal scholarship programs. It has concluded only that there is a lot we need to learn, and that there is a lot to be done in this area.

Current Events

The Commission recommends:

1) That Commission VI be reconstituted with members who are actively engaged in and have primary responsibility for student financial aids in their respective institutions. The increasingly technical and critical nature of financial aid programs on our campuses and in the nation make it essential to have highly qualified and directly involved persons working on this Commission.

2) That the Commission continue to strengthen its relationship to ACE, the American Council on Education, in order that it may represent NASPA and keep NASPA informed particularly on legislation bearing on financial aid.

3) That the Commission be authorized immediately to establish a working relationship with various financial aid officers and the emerging organizations representing them, and further that special attention be given to:

- (a) The means by which NASPA may support studies or proposals in the financial aids area.
- (b) The forms of organization through which the needs and interests of financial aids officers might most effectively be expressed, particularly as this may relate to NASPA.
- (c) The clarification of the administration relationship between deans and financial aids officers, and means by which they might mutually support each other in their own institutions.
- (d) The direct participation of representatives of NASPA in the meetings of financial aid officers, and vice versa.

This is the end of the report.

PRESIDENT WEAVER: Thank you, Bill. Would you like to ask any questions about this report, or the work of this Commission?

DEAN HAACK (Washington University): I move its adoption.

DEAN WILLIAM V. BURGER (Colorado School of Mines):
I second the motion.

PRESIDENT WEAVER: The motion has been made to adopt, and it has been seconded. Any discussion? All those in favor please say, "aye." Opposed, "no." The motion carries.

I would like to comment that the Commission will be under the Chairmanship of Carl Grip, beginning today, and Carl has done a great deal of work in this area of great timeliness and importance to us, and I think these recommendations contained in this report are very pertinent to the interests of the Association as the federal program of financial assistance to students develops.

At this time I would like to ask Dean John Nether-ton to present the report of the Committee on International Exchange of Students. Dean Nether-ton.

DEAN JOHN P. NETHERTON (Committee on International Exchange of Students): We struck it lucky, I think, in that we turned up four-fifths stronger here at Colorado Springs-- we were not four-fifths strong at the very beginning but we were soon. Deans Kratochvil, Alderson, Shepard and myself were here. We were joined early, under the sign of the open meeting of committees and commissions, by Carroll Parish of UCLA and Stan Weinstein of Brandeis, who were brave men and simply stuck with us all the way through after they turned up in the open meetings.

A new committee is not so clear as to what it needs to say as some older and more established committees, and so it takes longer, and so I will plunge in.

For a number of years NASPA's interest in international student exchange has been expressed through a committee on cooperation with NAFSA, the National Association of Foreign Student Advisers. Broadly speaking, the position taken by our Association in regard to international study has been one of endorsement of the NAFSA program, encouragement of NASPA institutions not represented in the other association to join it, and also, more lately, encouragement of the student-personnel dean to take as much personal interest as possible in the foreign student program on his campus.

Last summer the Executive Committee decided to establish a new committee in this area, with a membership, as Don Anderson's letter said, consisting "entirely of deans who have administrative responsibility for foreign-student operations on their campuses," and to ask this re-constituted group "to take a critical look at foreign student programs as they exist and at the responsibilities American colleges and universities ought to assume in the international student exchange area." When I met with the

Executive Committee in Chicago last November, it was made explicit that those last few words were to be taken as including a concern with foreign-study programs for American students.

The general intention in making this change seems to have been in the spirit of something Leo Dowling said in presenting the report of the Committee on Cooperation with NAFSA to the 1957 Conference. He said his Committee thought that "perhaps too many of our NASPA group were glad to appoint a foreign student adviser and then wash our hands of the problems..."

The thinking behind the new committee arrangements would be to the effect that NASPA itself, by merely blessing the NAFSA program more or less en bloc, may have been shirking a responsibility to concern itself more directly with the particulars of international student exchange.

The instruction to take a critical look at American college programs and responsibilities in international student exchange is a very broad order indeed. Your committee has undertaken no independent survey of policies and organization on member campuses, and we are not at all sure whether that will ever be necessary.

The next few days, or weeks, at the outside, will see publication of a recently completed study which it would be folly not to await before planning any large scale inquiries of our own. This is the so-called Langmuir study, entitled "Study of Services to Foreign Students on American Campuses," performed by the Institute of Research on Overseas Programs of Michigan State University. Your committee will certainly take account of the Langmuir study as we proceed, and report to you in due course on what we conceive to be its usefulness for our work and the Association's. That, then, is what there is to be said for the moment in regard to our critical look at foreign student programs.

Foreign-study programs have quite recently been the object of a long, hard look in the small but important work entitled "Study Abroad," by Irwin Abrams, published last fall by the Office of Education as Number Six in the series "New Dimensions in Higher Education." Around 400 colleges and universities now offer some form of credit program for study abroad at the undergraduate level, in which some 3,500 students participated in 1960. Many other institutions offer counsel and assistance in various ways to the individual student wanting to study abroad. There are both pitfalls and promise in the prospect of almost inevitable large and rapid increase in the numbers of our students who will be studying abroad. I think we can consider that the critical look needed for our purposes is contained in the Abrams study.

Meanwhile, what of the part of this committee's charge that has to do not with taking a critical look at what is being done, but with responsibility for deciding and carrying out what should be done in the future? You will note that as it appears in the Conference program, the charge contains the language "with special reference to the responsibility of student personnel administration in these areas."

It can be said that there are three contexts of policy decision in regard to international exchange of students: the national context, where educational considerations merge with those that are political, in the best sense; the context of overall educational purpose within the college or university -- which, of course, takes the first context into account; and the context of operations and administrative organization -- which, in turn, should be planned to serve the other two. It can then be asked what responsibilities we, as student personnel administrators, should recognize as devolving upon us in each context.

On the national scene, your committee believes that NASPA's responsibility comes under the following three heads. First, NASPA keeps itself informed on issues of national policy, through the individual awareness of its members as citizens and educators and, if you wish, through periodic reports and investigations by its special-topic committee.

Second, from time to time it takes publicly announced positions on particular questions in the area of international exchange in which students, as such, are affected. We suggest that this idea, even if the logic of it were not already pretty obvious, would have been suggested by the times, and we have drafted certain resolutions which I will present for your consideration at the conclusion of this report.

Thirdly, individual members of NASPA with special experience in international education -- and I may say that we were impressed by the number of these as indicated by Dean Jack Stibbs in his report for the Committee on Consulting Services -- will presumably be available when needed to contribute in one capacity or another to national programs.

We come, then, to the matter of the institution's over-all educational purpose, as it relates to international student exchange. In the face of increasing more or less random foreign student admissions pressures, especially from the underdeveloped countries, institutions must decide how many and what kind of foreign students they are best fitted to serve. There is the question of distribution by field of study and by area of the world. There is the question of admissions standards for foreign students, particularly at the undergraduate level. There is the question of the

academic double standard: the lowering of demands on foreign students on compassionate grounds and in the belief that by so increasing the pleasure of their stay here we improve international good will.

Both of these latter questions are importantly related to the poor reputation of American higher education in some areas of the world. (In this connection let me refer, for the record, to a mimeographed statement dated November 23, 1960, issued by the American Council on Education's Committee to Insure a Better Understanding of American Higher Education Abroad.)

In the reverse direction -- that is, study abroad by American students -- there is the general question of the institution's educational philosophy regarding the place and purpose of a foreign study experience in the undergraduate curriculum. As Abrams says, "At one end of the spectrum are the conservatives who would reserve it exclusively for graduates, at the other end radicals who cherish a foreign experience for every college student."

None of these matters of institutional policy is by any means entirely within the purview of the student-personnel dean as such. Yet, in the spirit of President Bill Guthrie's remarks last Monday morning underlining the fact that the dean is primarily an educator, your committee recommends that he take an active interest in them all, and make his voice heard in regard to the basic educational purposes of his institution's international exchange program.

Finally, on the matter of operations and administrative organization, we find it difficult to make any very concrete recommendations because of what we suspect is the extremely wide range of local differences in the distribution of administrative responsibility for foreign student services. (There is a parallel here with what Dean Cliff Craven was telling us in his report for Commission IV about the usefulness of the Rackham inventory on member campuses with widely varying organizational patterns.)

In general, we would say that the student personnel dean does have a central responsibility to see to it that sound principles of student personnel administration are observed in all of his institution's programming for the foreign student, and also for the American student abroad. Whether there is a foreign-student adviser reporting directly to the student personnel dean, a campus Center for International Education, a highly decentralized program for foreign students and foreign study, or none at all, we gently remind the good dean that it is up to him to use all available administrative devices, from persuasive liaison through actual creation of services within his own domain, to make his professional ministrations to the foreign student and to the student abroad under college auspices as

effective as they are to the rest of the student body. The generality of that statement is perhaps equalled only by its extreme piety. (Laughter) But on this whole subject of the distribution of administrative responsibility, the Langmuir study should be very illuminating.

Unless you advise us to desist, we shall use it-- and whatever comparable materials become available, such as the Dyde study now nearing completion at the University of Colorado -- in order to bring you a more particularized treatment of the point in our report at next year's Conference.

The two resolutions are, first, one on the Peace Corps. Before I move this one, let me say just a word about it. It was our intention to compress into this language something of the thinking of Mr. Sims last night, on the importance of participation of the educational community in the planning of the further development of the Peace Corps program; some intimation of the role that our committee -- I am going to say "feels" here -- feels the student personnel dean probably should have a more or less central role on campus as the campus Peace Corps program gets into planning.

Then of course the basic endorsement of the Peace Corps objectives has to be there. The result is that this language is very bland, but I simply remind you that it can mean a lot of things, I hope all of them good.

I move that this Conference adopt the following resolution:

" BE IT RESOLVED that NASPA endorses the aims and purposes of the Peace Corps program. The Association expresses its hope that further planning, particularly as it involves participation by colleges and universities and their students, will develop to the fullest extent the educational opportunities of many kinds which are inherent in the program. It encourages its member institutions and its own professional membership, in cooperation with the Peace Corps administration, to take all possible initiatives to this end."

PRESIDENT WEAVER: You have heard the resolution. Is there a motion? Well, you made the motion to adopt it. Is there a second to the motion?

DEAN ZILLMAN: Second the motion.

PRESIDENT WEAVER: The motion has been made and seconded. Any discussion of this?

DEAN PAUL H. CONNOLE (Washington University): I am thoroughly in accord with the proposed resolution. I

question the use in the first sentence of the word "warmly" as far as the endorsement is concerned. I do not think it is in keeping with the professional purposes of our own organization. I think it is going a little out of line.

PRESIDENT WEAVER: Would you like to have a motion to amend to strike the word "warmly"? Paul, would you like to move striking the word "warmly" from the resolution?

DEAN CONNOLLY: I would like to move an amendment to strike the word "warmly".

PRESIDENT WEAVER: Is there a second to strike that word? It will still make sense. "NASPA endorses," it will then read.

DEAN DUSHANE: I second the motion.

PRESIDENT WEAVER: Any discussion? All in favor of the motion to strike the word please say, "aye." Opposed, "no." The ayes have it, and the word is stricken. (Laughter)

DEAN NETHERTON: I have only one more. I would like to say a word of explanation about this one too before I move it.

DEAN HULET: Should we not vote on the resolution as amended?

PRESIDENT WEAVER: I beg your pardon, gentlemen. Too hasty. The motion has been made by the Chairman that we adopt the resolution as amended. We already had a second. Is there any discussion? [The question was called] The question has been called. All those in favor say, "aye." Opposed "no." That resolution is approved.

DEAN NETHERTON: There is only one more, but I would like to make an explanation about it. I think the quickest way is to read from a letter from President Harnwell of the University of Pennsylvania, which explains it. This is not to me. This is a circular letter, and a number of you probably had it:

"You will recall that I wrote you last spring about a proposal for Federal financial assistance to colleges and universities in support of foreign student programs, particularly in such activities as counseling, orientation, and English language training.

"Appropriate legislation introduced by Senator Fulbright with the support of Senators Kennedy and Humphrey was passed by the Senate but ran into difficulties in the House. It was reintroduced in the House, but the pressure of other business precluded consideration.

"Shortly after his election, President Kennedy named a special committee under Dr. James M. Davis of the University of Michigan to make recommendations for new legislation on the exchange of persons program. These recommendations, a copy of which is enclosed, included our original proposal.

"At the time Dr. Davis submitted his recommendations, President Kennedy expressed the hope that individuals and organizations interested in the international exchange program would make their interest and specific recommendations known and endeavor to enlist public support for changes they believe to be desirable."

Well now, the recommendations of the Davis Task Force, which is what it was called, eventuated in a bill that according to Jim Davis's explanation, which those of you who attended that session on Monday night heard him give, a bill that incorporates most of the Task Force's recommendations, including the sense of last spring's Fulbright proposal for a subsidy (federal) to the institutions with foreign students at so much per head.

This bill will be called, if it is passed, the Mutual Educational and Cultural Exchange Act of 1961." Now against that, I move that this Conference adopt the following resolution:

"BE IT RESOLVED that NASPA urges support for the passage of the 'Mutual Educational and Cultural Exchange Act of 1961' introduced by Senator Fulbright as S 1154 and by Representative McDowell as H.R. 5204."

PRESIDENT WEAVER: Is there a second?

DEAN WILLIAMSON (Houston University): Seconded.

PRESIDENT WEAVER: The motion approving the proposed enactment named in the resolution has been made and seconded. Is there any discussion of the resolution? In the absence of any discussion, I ask for a vote. All in favor of the resolution please say, "aye." Opposed, "no." The resolution is approved.

DEAN NYGREEN: Would you like a motion to adopt his overall report?

PRESIDENT WEAVER: Yes, if that would be in order.

DEAN NYGREEN: Mr. Chairman, I move the acceptance of the report of the Committee on International Exchange of Students.

PRESIDENT WEAVER: A motion to approve the report has been made.

DEAN CONNOLE: Second.

PRESIDENT WEAVER: It is seconded. Any discussion? [The question was called] All in favor of adopting this report please say, "aye." Opposed, "no." It is carried. We are indebted to you and your associates on that committee, John, for a very thorough, informative and constructive report.

Is John Gwin here? Are you ready, John? I would like to ask Dean John Gwin of Beloit to present the report of the Commission on Legal Principles and Problems, at this time.

DEAN JOHN P. GWIN (Committee on Legal Principles and Problems, Sub Committee of Commission II): John Hocutt of Delaware is Chairman of Commission II and I regret that he is unable to be with us to give his report. As you know he too is the unwilling victim of the very subject of our Commission, namely Legal Problems. John has asked me to serve as Chairman of a subcommittee of Commission II which is to concern itself particularly with legal principles and problems.

This whole area of legal liability and involvement, although not new to all of us, is new to a great number of evidently and is very rapidly becoming a serious problem. Shortly after getting involved in the work of the Commission, I became impressed with the very evident breadth and depth of the total problems.

Which leads me to relate a story which is one of my favorites involving a car carrier. These, as you know, transport cars around the country. It seems that this driver one evening had his lights go out on him, and he pulled off to the side to take a nap. Then suddenly he remembered that the car on top faced forward. Thinking he could save time he climbed up to see if the lights worked. They did work, and he climbed back into his carrier and took off.

The first car approaching from the opposite direction got within fifty yards and suddenly dove off into the ditch. (Laughter) The car carrier driver got out, ran back to see what the trouble was, and the two were slightly shook up. He pulled them both out of the car and asked what happened. The driver said, "Well, all I can remember is that when I approached this thing I said to myself, my gosh, if its as wide as it is high I'll never make it." (Laughter) I had the same feeling about this total area of legal liability.

Through correspondence with the other committee members, questions were raised which seemed pertinent and timely in answering the main question of whether or not the

problem represented enough of a general concern of the membership to justify a more comprehensive investigation. It was decided at this point to canvass the membership and shortly thereafter almost all of you I am sure received a questionnaire from me.

Approximately 300 questionnaires were sent out and 196 were returned. My thanks to all of you who helped for I know surveys are time consuming. I hope it was not too burdensome. Your comments left no doubt that there is a great need for further study and dissemination of information. It appears evident that still too many individuals and their institutions are living on borrowed time. It is interesting to note for instance that approximately 35% of the membership answering has at one time or another been threatened with suit. Most of these threats were never carried out, but I for one can vouch that sometimes they do come to fruition.

It is also significant that 25% of the institutions have no general or specific statement setting forth the authority of the institution to suspend, expel or otherwise discipline a student. When my suit came up this was one of the first questions my lawyer asked of me.

In answer to question 13, "Has your institution adopted any specific procedural policies to prevent mistakes by staff members which could result in legal action?" 74 answered "no".

114 individuals answered that they had no General Comprehensive Liability Insurance Coverage. Many were state institutions here which would, of course, make a considerable difference.

Incidentally, I have a list of the companies carrying insurance for the institutions should anyone wish to see it.

The answers to Question 3, on the nature of the charge made against the dean, indicated that the range of possibilities is indeed broad. I am listing a few examples:

A student and his family sued a newspaper for libel as a result of alleged erroneous reporting of a disciplinary action. It was settled out of court.

A student was committed to a mental institution. He is now released and suing for \$200,000 damages. The decision was in favor of the defendants. The plaintiff has now appealed.

Charged with illegal dismissal of a student by the Honor Court, the State Attorney General came to the defense of the institution and the case was dropped.

Charged with alleged violation of religious freedom in the Federal Bill of Rights.

"Petition for Mandamus" to set aside his suspension from the University on grounds that the students had not violated the University Motor Vehicle Regulations on four separate occasions. The Defendant was upheld on all counts.

Refused to turn over to federal authorities confidential information contained in a student's personal folder. The dean and the student's record were subpoenaed. The student appeared and told the truth thus relieving the dean of any responsibility.

A student helper in the cafeteria was named as co-defendant with the University in a liability suit. A knife slipped from a tray which a student employee was carrying and severed a tendon in the ankle of another student. The family sued. The Supreme Court of New Mexico ruled that the University could not be sued and the suit against the student employee as co-defendant was dropped.

Involved in more than one situation involving a legal question; made legal guardian for foreign students during settlement of insurance claims. A tragic bus accident which took thirteen lives precipitated numerous legal relationships and complications.

About 1947, Joe Park, who was then Dean of Students at Ohio State University, was involved in a difficult legal case. An Ohio State University student, following a drinking party at a fraternity house, shot and killed a fraternity brother in a quarrel over a girl. Defense attorneys for the O.S.U. student charged with murder put Dean Park on the stand and attempted to show that he shared responsibility for the killing because, it was stated, he had failed to enforce adequately the University's regulations prohibiting the consumption of alcoholic beverages in fraternity houses on the O.S.U. campus. Had Park done his job properly, the defense contended, the defendant would not have drunk to excess and then shot his fraternity brother. (Laughter) This attempt to implicate the dean was not successful, fortunately.

Several years back (1948?), a University of Iowa (as I recall) Counselor was called as a witness in the trial of a student charged with killing his girl friend. The Counselor who had counseled the defendant prior to the crime attempted to avoid answering questions about the defendant on the grounds that his discussions with this student involved privileged information. I am not certain about the final decision on this issue. My hazy recollection is that the court ruled the Counselor is not in the same position as the physician or minister who may, I believe, receive privileged information.

The case in Wisconsin wherein the parents of Jean-nie Bogust, formerly a student at Stout State College, brought a suit for damages against Ralph G. Iverson, Dean of Students at Stout State College. Dean Iverson counseled Miss Bogust at various times during the period of November 11, 1957, to April 15, 1958. On May 27, 1958, Miss Bogust committed suicide. The plaintiffs Bogust charged negligence on the part of Dean Iverson in that he had knowledge of their daughter's emotional disturbances, social conflicts, scholastic difficulties, and personal problems and he had a duty to recognize and diagnose her mental illness and refer her to a physician for psychiatric observation and treatment, which he failed to do. The Supreme Court of Wisconsin denied an award for damages in this case.

The University of Delaware case in which defense counsel for two former students, charged by the state with burglary, subpoenaed the Dean of Students (Hocutt) with all University records having to do with expulsion or suspension of students for disciplinary reasons during a twelve month period preceding the expulsion of the two students charged with burglary.

The Jacobsen-Columbia University case in which a former student, Roy G. Jacobsen, sought to have the Supreme Court of the United States reconsider its decision not to review his problem. Columbia University filed suit in October, 1957, to enforce collection of a \$1,000 tuition debt owed by Jacobsen. Jacobsen filed a counter claim, asking \$7,016 in damages, charging Columbia with fraudulent misrepresentation in claiming to teach wisdom, ethics, courage and other qualities of character. (Laughter and applause) Columbia was successful in collecting the \$1,000 debt. (Laughter)

For those of you who may wish to look into some of the available information, I refer you to the Personnel and Guidance Journals starting in May of 1955, and running for fifteen issues. Under title of "What's Your Verdict" Thomas Shrewsbury reviews certain cases which have been adjudicated and you might find them interesting. The College Placement Journal of April, 1960, has a very good article for your Placement Director's guidance. A Ph.D. thesis by Clarence Bakken titled "An Analysis of the Legal Basis for Operating Selected Student Personnel Services in State Tax Supported Institutions" is a very recent source. Other sources of information are available but need to be collected together to be of real help to us.

Many good questions were raised and suggestions for further study were made at the open Commission meeting Monday night which will be investigated I hope by the Commission this coming year. For the time being, however, our Committee makes the following recommendations. Should any of you have other suggestions you may wish to pass along to

us, we will be happy to hear from you.

The Committee recommends that:

1. Further investigation be made by the Commission of legal implications for the Deans and their staffs in carrying out the duties of their offices.

2. That at the Philadelphia meeting time be provided on the program for a talk, report or full discussion of this problem area. It is suggested that a University Counsel would be experienced in these matters and competent to speak to us.

3. A more careful and detailed study be made by the Commission of the types of legal problems faced by the Dean and his staff and broken down into separate categories. For example:

1. Release of confidential information and to whom.
2. Authority of institution to discipline students and dismiss them from the institution.
3. Information given to Dean or Counselor in confidence, is it "privileged information"?
4. The rights of courts to subpoena records.

4. A Clearing House be established where information relative to this area may be compiled and to which the Deans may turn for assistance should they find themselves faced with legal problems. I can vouch for the fact that it would be a very great relief to any dean finding himself faced with a suit to have some place to turn, in order to gather such information.

5. Efforts be made to cooperate with other organizations interested in these problems such as APGA and ACPA, looking toward possible publication of the findings by the association.

Insurance Companies Listed in Questionnaires
as carrying General Liability Insurance for
various colleges and universities

1. General Liability Accident, Fire, Assurance Corporation
2. U. S. Fidelity and Guaranty Company
3. Royal Globe Insurance Group
4. Royal Indemnity Insurance Company
5. American Surety Company of New York
6. Safeguard Insurance Company
7. Iowa National Mutual Insurance Company
8. Travellers Insurance Company
9. Liberty Mutual Insurance Company
10. Continental Casualty Company
11. U. S. Fidelity and Guaranty Company
12. Standard Accident Company

13. Insurance Company of North America
14. Lumberman's Insurance Company
15. Lloyds of London
16. St. Paul Fire and Marine Insurance Company
17. Hartford Accident and Indemnity Company
18. Johnson and Higgins Insurance Company
19. American Employers Insurance Company
20. United Pacific Insurance Company
21. Zurick Insurance Company
22. Williams, Manning, Stevens, Engstrom Company
23. Lumberman Mutual Casualty Company
24. Glen Falls Insurance Company
25. Traders and General Insurance Company
26. Auto Owners Insurance Company
27. Fidelity and Casualty Company
28. Diocese of Pittsburgh Insurance Company
29. North American Insurance Company

I move the acceptance of the report.

DEAN SHIRLEY: Seconded.

PRESIDENT WEAVER: The motion to have the report received has been made and seconded. Is there any question or discussion about this report? [The question was called] If not, I will call for the vote. All in favor of the motion please say, "aye." Opposed, "no." The report is received, and thank you very much, John. I had the feeling that I thought I knew the full perils of this job, until I heard that report. (Laughter)

There is one further report to be presented at this time. Shorty Nowotny, as you all know, was unable to come and take charge of the placement work at this Conference, and Dick Hulet was asked to act in his place, and he has done a superb job of it. Dick will now present the report of the Placement Committee, if Dick is here. Are you here, Dick?

DEAN RICHARD E. HULET (Committee on Placement):
Thank you, Fred.

For all the years that I can remember, attendance at NASPA meetings was accompanied by a delightful, wonderful Dean of Student Life at the University of Texas who, when asked to give any kind of a report or when arising on any sort of issue, bringing himself to his full stature on the floor of this assembly, was always greeted with, "Aw, come on, Shorty, stand up!"

I wonder if it would not be appropriate to ask the reporter at this point to indicate in the record that we all stood up for Shorty Nowotny. Let's all stand up for Shorty. [The audience arose and applauded for Dean Arno "Shorty" Nowotny]

Thank you very much.

Our committee was not nearly as fortunate as that that of John Netherton's who had four-fifths. We only had a quart of bourbon. (Laughter) And I would like to say at the start that I deserve, really no special plaudits. The work of this committee was done by Shorty at Texas, and with the help of his staff, he did all of the compilation and mimeographing of the material which was received during the year; and secondly by a group of committee members who jumped right in, without being asked more than once, and who served very faithfully during the entire conference. I would like to mention their names:

Ben David, from the University of Miami; Dick Hansford, University of Akron; Ray Hawk, University of Oregon; Don Kluge, Eastern Illinois University; Carlton Krathwohl, Syracuse University; Jim Williamson, University of Houston; and Don Mighell, University of Texas. These gentlemen really did the work of the committee.

Shorty sent through Don to the Conference the listings of 79 applicants and some 57 vacancies. These were received by the committee and distributed to you at the Conference. We had in addition 36 applicants listing their qualifications, those people being here at the Conference, and 33 vacancies were listed, openings.

Many of you people got together during the Conference. In some cases the vacancies, or, in some cases the availabilities were not listed, and a great deal of traffic was in existence at the placement office, where people came in and looked at the listings, both of vacancies and of applicants.

This became very interesting reading material. I do believe that we accomplished some good work in getting people together. I mentioned that this was interesting reading, and I want to let you people in on a secret about our new President. President Weaver has some interesting reading too. You may not know it, but he has an avocation and quite a library in erotic literature. He has books on how to love, 52 ways to kiss, all these kinds of things. And on his way to this Conference, in dashing through the plane terminal, he noticed one book, a large volume, on the shelf of the bookstore that he did not have, and he said, "I have to have that book," because the title of it was "How to Hug," and he said "I don't have that book." So he dashed over and without looking at it at all, he asked how much it was. It was \$15.00. He plunked down the \$15.00, and it was not until he got to his seat in the plane and opened it up that he found he had just purchased Volume 12 of the Encyclopedia Britannica. (Laughter and applause)

It is a true story. He just said, "Don't applaud," it makes it worse. (Laughter)

We did bring many people together for whatever purposes, whether erotic or otherwise, (laughter) and we feel that the Placement Committee did accomplish something here at the Conference.

Additional work will be done, as you know, by Shorty, and he will send you a report which will compile the material assembled here, and bring it up to date, and you should have this report within a month or so.

If you have any additional information, either as to applicants or as to vacancies, he would appreciate hearing from you in the very near future, so these too may be incorporated in the final report.

That constitutes the work of the Placement Committee, Mr. President. Does that need a motion for acceptance? If so, I so move.

PRESIDENT WEAVER: With certain modifications.
(Laughter)

DEAN HULET: Deletions. (Laughter)

PRESIDENT WEAVER: The Chairman of the Committee on Hilarity has made the motion (laughter) that we accept his report with appropriate deletions, which deletions we will leave to the discretion of the Secretary and the recorder. Is there a second to the motion?

DEAN STAMATAKOS: Seconded.

PRESIDENT WEAVER: Is there any discussion? All those in favor say, "aye." Those opposed, "no." Thank you for living in the tradition of your predecessor, in more ways than one. (Laughter) But I would like to say that I have never known but one President of this Association to make a public demonstration of one of his 52 ways of kissing his wife, and that was Bill Guthrie last night. (Laughter) One a week, is that it? (Laughter)

PAST PRESIDENT GUTHRIE: Delete that too. (Laughter)

PRESIDENT WEAVER: I thank all of you Chairmen for these reports, and I would like to say my impression, for whatever it is worth, is that the reports of the committees and commissions at this Conference have been of a very high order, many of them, in fact, most of them very informative and constructive, and indicative of very careful work on the part of the Chairmen and their associates. I believe the information we have received through these reports has been and will continue to be beneficial to us. The Association is very much indebted for the conscientious work that has been done by these people.

I would like to say just one or two things for information to you.

The Executive Committee met last night, and you may be interested to know that Vice President Juan Reid is in charge of the constitution and composition of the Committees in the coming year, and Harold Stewart will be the Vice President in charge of composing and directing, so far as necessary, the work of the Commissions. We are well along with the appointment of Chairmen. I believe all but about two Committees and Commissions already have Chairmen who have agreed to serve, or to continue serving in the coming year. So we are well along with that work.

I would like to invite the members of this Association to feel free to write to Carl Knox, or to me, or to Harold Stewart, or to Juan Reid, if you have any suggestions of persons whom you think might like to serve, or who could capably serve on one of the Committees or Commissions. It would be most helpful, because it is very difficult for these two Vice Presidents, for all of us on the Executive Committee, to know the special interests, especially of the newcomers to the Association, and it certainly would be a good turn for the Association if you would either volunteer your own services or write and suggest names of persons who you think would be helpful or interested in any particular Committee or Commission.

The Executive Committee plans to meet in May, probably on May 15th, in Chicago, and we would like to have communications from any of you as to suggestions you might like to make to the Executive Committee at that time, on any subject. But particularly I think Glen Nygreen would appreciate comments about this Conference program, and suggestions for the program at Philadelphia next April.

It will be helpful to the Conference Chairman, and to all of us in developing a good program for that Conference, if you would make suggestions.

The Executive Committee will consider ways of strengthening the participation of the Association in programs comparable to -- I had better not say "comparable" -- in such programs as the Financial Aid programs being considered by the Congress, and the Peace Corps program, and anything else which we think is of great interest to the members of the Association, and to the interests which they represent in their respective universities and colleges.

We will talk about that on May 15th, and we hope to have a voice wherever it is warranted and wherever we really have something to say.

We will continue immediately with the next scheduled session, which is the Fourth General Session, and to

that end I would like to invite Dean Summerskill to come forward, and bring with him his associates and participants in this program.

... The Final Business Session adjourned at ten o'clock ...

FOURTH GENERAL SESSION

Wednesday, April 5, 1961

The Fourth General Session convened at ten-fifteen o'clock, President Weaver presiding.

PRESIDENT WEAVER: Can I ask you to take your seats so we can get started. I would like to ask Secretary Carl Knox to make one or two announcements at this time, please, Carl.

SECRETARY KNOX: The report of the Williamson Committee has been duplicated and is available outside this room or at the registration desk. It has been suggested you might wish to take one or two, or two or three, copies for use either for your president or other officials of your school newspaper.

The Book exhibit has been boxed up. It is the property of NASPA. It will be on loan to the University of Illinois Library, and for any of your trainees who might be interested in any one of these books, it will be circulated on a library loan.

DEAN BEATTY (Pomona): How much? What is the cost? Does one defray the cost of transportation in that case?

SECRETARY KNOX: No cost whatsoever. I am not talking about the whole unit. If you wish a book, you can have it through a library loan.

DEAN BEATTY: I thought you were referring to circulation of the exhibit for conventions.

SECRETARY KNOX: No, this is the property of the Association as such.

The proceedings of this conference will be in your hands within five or six weeks. I know that question

has been raised, and I think you should know this.

Juan Reid would like it known that the Air Force tours of this afternoon will be escorted, and those participating will be given the full treatment, so this was not definitely lined up prior to this morning.

I would like to finally just ask all of you, would you help us keep posted on changes, promotions, any items of interest you think might be circulated to the membership. In this way, we can at least keep this operation going, our communications, in a satisfactory manner. Thanks very much.

PRESIDENT WEAVER: It has been our pleasure to have as a visitor to this Conference, Dr. Henry L. Bowden, Chairman of the Board of Trustees of Emory University. Many of you have met him, but if he is here at this time, I would like to have him stand so we can all recognize him. Thank you. (Applause as he arose)

I will now turn this meeting over to Vice President Summerskill of Cornell University.

... Vice President John Summerskill, Cornell University, assumed the Chair ...

CHAIRMAN SUMMERSKILL: The topic, "Social Action by Students On and Off-Campus" is both timely and extremely important to all of us.

Yesterday morning in his eloquent address our President dwelt at some length on the changes in students, the many changes in students, and the need for our institutions to adapt them, to attempt to keep pace with the changing student.

Last night Albert Sims, speaking of the interest in the Peace Corps proposals at least speculated that part of this interest is grounded in the realization among our young people that the world is changing economically, politically and socially at a very fast rate. And I think that Mr. Sims said something of considerable importance. He said that the kind of change, and the depth of change cannot be conceived by any of us with what wisdom we might have. And I think that we must come to terms with a rapidly changing world, whose end products we cannot quite visualize but it is my own speculation that our students see this somewhat more clearly than those of us of the older generation.

So the topic this morning to me seems to be particularly timely, because change in the social order, and the students' participation and leadership in this change is something that is going to go on, regardless of our own

positions, or regardless of our own conservatism, or our own apathies. So I am personally much looking forward to the address this morning by Dr. Nabrit, the President of Howard University, and I would like to say to you, sir, that we are most appreciative of the effort on your part in coming here. Dr. Nabrit arrived this morning at three a.m., Washington time, after a bus ride on the last leg of his journey, and we are most grateful that you would make this trip in our behalf.

Following Dr. Nabrit's talk, members of the panel, Dr. Williamson, from the University of Minnesota, on your extreme right; beside him Dean Fred Turner, University of Illinois, will participate with the other members of the panel in a discussion, and we invite you to put forth your views as strongly as you would like to.

Dr. Alex Sherriffs of the University of California was unable to be present at our meeting.

To introduce Dr. Nabrit, Dean Armour J. Blackburn, our colleague and Dean of Students at Howard University. (Applause)

DEAN ARMOUR J. BLACKBURN (Howard University):
Dr. Nabrit was expected yeaterday, and when it looked as if he would not be able to arrive around midnight, Bill Guthrie stated that I should be prepared (laughter) to talk for about an hour this morning. (Laughter) I am very happy that after a rather rugged trip President Nabrit is here and that my role is that of introducing the speaker, rather than making a speech.

Someone has defined a dean as a person who does not have sense enough to be a professor but who has too much sense to be a college president. (Laughter) I am glad that I am in a position to give expert testimony that this concept of a college president cannot be applied to the President of Howard University.

Even though Dr. Nabrit is a much older man than I am, (laughter) it has been my privilege to have known him and to have followed his brilliant career as a scholar, educator, lawyer, University administrator, defender of civil rights and public servant since we both were attending elementary school in the same town.

Twenty-one years ago, it was at his invitation that I returned to Howard University as a member of his staff. It has been as a result of his instruction, guidance and inspiration that I have been able to assume heavier and broader responsibilities at the University and it has been since he has become President that the student and student personnel program have been elevated to a place of major concern at our institution.

At our opening Conference dinner President Benezet stressed the need for student personnel deans and faculty to be able to talk together. One of Dr. Nabrit's first official acts, when he became President, was to request that all administrative and personnel officers should teach at least one course in order to facilitate this communication.

Dr. Nabrit is a native of Georgia. In 1923 he received the degree of Bachelor of Arts, with honors, from Morehouse in Atlanta. He received the degree of Doctor of Jurisprudence from Northwestern University in 1927. At Northwestern he was elected to the Order of the Coif and served on the editorial board of the Illinois Law Review.

After three years of teaching on the faculties of Leland College (Louisiana) and the Arkansas A M & N College, Dr. Nabrit entered upon the practice of law in Houston, Texas. Beginning with cases involving the voting rights of Negroes in Texas, he participated in nearly every major civil rights case which came before the courts in the next twenty-five years. These included *Bolling versus Sharpe*, public school segregation case, which he argued before the Supreme Court and it was one of the five cases leading to the Court's 1954 decision declaring public school segregation unconstitutional.

Appointed to the Howard University School of Law faculty in 1936, Dr. Nabrit organized and taught the first formal course in civil rights law ever to be taught in an American institution. He was named administrative assistant to the President of Howard University in 1938 and Secretary of the University one year later. In 1940 he was appointed Director of Public Relations, a position which he held until 1950 and from 1955 to 1958. He was appointed Dean of the School of Law in 1958.

In 1954 Dr. Nabrit served as legal adviser to the Governor of the Virgin Islands during the reorganization of the Executive Branch of the Island's government. He served as a member of the President's Committee on Government Contracts from 1954 to 1961. In 1959 and 1960 he was a member of the United States delegation to the International Labor Conference in Geneva.

Dr. Nabrit is the author of numerous scholarly articles. He has received many awards, among them, the Omega Psi Phi Achievement Award and the Man of the Year Citation, the Actors Guild of America Award, the D. C. Federation of Civic Associations Award and the honorary degree of Doctor of Law from Morehouse College.

Dr. Nabrit was elected to the presidency of Howard University effective July 1, 1960. In this short period of time, he has brought to his new responsibility such indefatigable energy, and such an intelligent and in-

sightful leadership that he has achieved a remarkable improvement in the quality of productivity, morale, and confidence of all segments of the University community.

He is well qualified by training and experience to discuss "The Dean and Student Rights: Social Action by Students On and Off Campus."

I have the honor to present to you Dr. James Madison Nabrit, Jr., President of Howard University.
(Applause)

DR. JAMES M. NABRIT, Jr. (President, Howard University; "The Dean and Student Rights: Social Action by Students On and Off Campus"): Mr. President, Dean Blackburn, Officers and Members of the National Association of Student Personnel Administrators: I am very happy to be present today. I am not -- well, I will say this, I will accept what Dr. Blackburn said in this spirit, that I would rather have my epitaph now than to have my epitaph later. (Laughter)

We have a very interesting subject today. Between the students, and the student personnel section of the university, and oftentimes between the personnel section and the president, and the administration, there may be a considerable gap. I am hoping that the gap is not as great as that that existed between two young English students who were great rivals on the playing fields, and in their classes all through their public school days, and through their university days. So much so that by the time they graduated they weren't speaking to each other.

Thirty years passed, and each had become distinguished in England. One had become a Lord High Admiral, and the other has become the Archbishop of Langley Church. They had not seen each other or communicated or spoken in all these thirty years. One afternoon they met outside of London, in a small village.

I should tell you that during these years the Bishop had become a very large man, over 300 pounds, and when he put on all of his robes and regalia, he was quite some figure. They met on this platform, each recognized the other, and neither gave any indication of it. The Lord High Admiral had on all of his braids and his insignia, all of the colors of his rank, and the Bishop who had on his robe, his Cassock and his hat, walked up to the Lord High Admiral, and said, "Stationmaster, could you tell me when the next train goes to London?" (Laughter)

Without cracking a smile or giving any sign of recognition, the Lord High Admiral said to the Archbishop, "Madam," (laughter) "If I were in your condition, I don't think I would go to London." (Laughter and applause)

It is my hope that this gap will not be that wide between the members of your Association and the students and the central administration.

Now I should like to say a few words about the involvement of students in social problems.

Shortly after being appointed President of Howard University, in July, 1960, I took immediate steps to give increased recognition to the role of the students in the university community and to raise the status of the Student Personnel Division as the agency of the university most directly concerned with giving them counsel and guidance in their non-academic or out-of-classroom experiences.

As the first step, we made the Dean of Students, Dr. Blackburn, a general administrative officer. I wanted our students to know that Howard University was interested in providing them with all the opportunities of higher education, and was eager also to further their total development as mature, thoughtful and useful men and women. Deans and administrative officers were urged to have student representatives on all committees which directly affected the students.

One of the annual occasions and celebrations at Howard University is Charter Day which commemorates the founding of the University in 1867. It is our custom on that day to present Distinguished Alumni Awards to three deserving Alumni and to have an outstanding speaker at the morning exercises. This year we had two speakers. One of these was a very promising younger member of the faculty, an assistant professor. The other was a bright young student, a junior enrolled in the College of Liberal Arts.

Now we wanted, through these two speakers, to convey to our students and to our young teachers in the lower ranks that they could be heard in the university community, and that they were not only free to take part in deliberations affecting them, but were encouraged to do so.

While we are taking steps to improve the channel of communication between students, faculty, and administration, we are also emphasizing to the students that they are expected to act responsibly. It is our hope that we can get a greater understanding among our students of what we mean by student rights, privileges, and responsibilities. As you know, the correlative of rights is duty.

Around the world we note considerable differences in the organization and functions of universities, as well as in the activities of faculties and student bodies. The American university combines characteristics of the tradition of scholarship, discipline, and faculty government characteristics of the universities of Western Europe,

joined with the concepts of egalitarianism and democracy found in the United States. Latin American universities, however, throughout most of their years, have been most similar to the institutions of southern Europe. In the latter institutions, there has been greater student participation and influence in university administration and indeed control in some instances.

Some months ago when former Vice President Nixon visited Latin American countries, he was rudely treated by a number of student groups. This was, of course, distressing and shocking behavior. At the same time, however, it demonstrated the extent to which students in those countries participated in political affairs. A short time ago I had the pleasure of attending an international meeting of college and university presidents held on the campus of the University of Mexico. I found on that campus that the students determine the tenure of administrators and faculty. Whenever the students want a new president, they merely occupy his office, a practice I am glad to say we do not have in the United States. (Laughter) I also observed how attentive the Government is to the demands of students. To be president or leader there of the student body is automatically to be a national political leader.

It may be noted how very frequently in Latin and other countries students are in the forefront of groups attacking archaic or vested political, economic, and social structures. In many of these countries, we must remember that higher education existed in the past primarily for the sons of aristocratic and wealthy families. The curricula of these universities therefore were designed for making gentlemen and were unrelated to the development of an intellectual and progressive community. This has made them extremely vulnerable to attack.

Students in recent years have been successful in forcing a change and as a result the facilities of higher education have been expanded to accommodate a growing middle class. Curricula have been revised to meet modern needs. Little by little the government of these states are becoming more representative and more responsive to the will of the people. These activities of students are thus a product of as well as a contribution to the culture of these countries.

Students in the colleges and universities of the United States have on the other hand not been in general as articulate and active as these student groups. However, there have been many instances where issues of the moment have excited North American students and caused them to react vigorously and vociferously.

Naturally, we have every reason to expect our students to take an interest in the contemporary problems

of our society. In fact, if they did not do so, this would be an indication of the failure of our processes of education. In fact, there are both organized and unorganized expressions of student opinion on almost every conceivable subject and especially on matters, however, important or unimportant, deeply touching their feelings. Thus, student demonstrations were recently touched off in Florida, when beach facilities were not made available at night. It is not unusual to find students organizing noisy demonstrations following athletic contests which are of great significance to them.

In many instances students organize to protest the food and service in campus cafeterias or to complain about dormitory facilities or regulations. They organize frequently to protest the policies of faculties and of university administrations. Sometimes these protests and demonstrations are related to trivial matters, while again these protests are based on sound grounds for complaint. At other times these same student groups are concerned with issues of the most serious national or international consequence, such as matters related to policies of war, or peace, of academic freedom, and of civil rights.

The recent sit-in demonstrations by students in protest against racial discrimination are indicative of the keen interest that students have regarding issues vital to all of us. You will agree I am sure, that these demonstrations awakened many adults for the first time to the injustices which arise from racial intolerances. Furthermore the actions of these students have led a number of communities to take steps to eradicate barriers of racial discrimination. Nevertheless they raise the serious question as to what actions schools can tolerate which result in the arrest and conviction of students. For what offenses? Trespass, breach of peace, incitement to riot? There are no ready-made answers to these questions.

I recognize, of course, that grave problems are raised on the campus by our interest in directing the energies of students into channels which are orderly and in harmony with the philosophies, aims, and programs of institutions. At this point I would like to discuss some aspects of the problems which sometimes arise when a gap occurs between the institutional position on the one hand and the manifestation of group interest and enthusiasm by students on the other.

We must first look to the purposes of higher education and what we expect our students to be. We will agree, I am sure, that we have the goal of not simply transmitting knowledge, but of encouraging students to develop an intellectual curiosity and of training them to be resourceful, self-reliant, and able to exercise initiative. We know that our students must be prepared to live in a

world that is not the same as the one in which you and I went to college. It is now a fact that the world is becoming a great international community in which there is a shift in the center of attention from western Europe to other areas. England, France, Germany and Italy are no longer the great leaders in the field of international politics. Political, economics and military power are in the hands of the Soviet Union and the United States, and both of them are seeking the support of newly emergent and relatively weak states in Africa and Southeast Asia. All of the peoples of the world have become neighbors with diverse languages, religions, cultures, institutions and outlooks. Our students must be trained to understand and to be active in this new environment. Greater demands will be made upon them than upon us. They are not too young to be awakened to their new roles. They must be encouraged to inquire into and to challenge ideas and practices.

The purposes and nature of educational institutions, on the other hand, demand an atmosphere of orderliness in which serious teaching and research can be accomplished. In addition, our democratic society requires that the actions of its members and their agencies follow certain paths of legality and regard for the rights of others. Without question, our students must understand early in their careers that the destruction of property is forbidden, and that we cannot tolerate physical injury to persons. Furthermore, students must not use indecent language or engage in unseemly behavior. They must not show disrespect for our flag, our country, or our officials. These are society created prohibitions limiting the behavior of all persons, students included. Thus, students must not be unmindful of the fact that they too are subject to the rules of conduct established by appropriate civil authorities.

Quite apart from the requirements of law and society, institutions themselves must establish certain limitations affecting the behavior of their members. In the broadest form these limitations might come from Trustees or Regents. In general these come from faculty and student personnel officers. Whatever the nature of these bounds, they should not affect the freedom of the individual to think and choose for himself. In essence, restrictions should have the objective of requiring and developing responsibility and tolerance in the conduct of all who come within their purview.

In any democratic society, all the people should have the opportunity to be heard through representatives who are freely chosen. It is not too much to expect the same conditions in the campus community. Even though students may not be represented on faculties or governing boards, some appropriate means should be provided whereby their views can reach those who make decisions. Compliance with laws is always easier if the people affected have had a part in

making them and understand the reasons for their existence.

It is clear then that in addition to the constitutional rights of our society, with which we are familiar, the educational institution provides for certain specific rights on the campus. The creation of these rights occurs when the institution establishes areas of action or lays out pathways or procedures which students may freely use. Naturally the precise nature of these rights varies among institutions. Whatever these rights are, however, they should start from the premise of the dignity of the student as an individual and allow him to reach his full potential as a useful, thoughtful and self-reliant person.

Of course, the exercise of these rights created by institutions, like the exercise of constitutional rights, can not be absolute. There may be times, in the face of an emergency, when unusual restraint must be placed upon their operation. These instances should be rare and temporary in their duration. Once granted, care should be exercised in protecting them.

Students should be encouraged to engage in thoughtful discussion and debate. We would not be good teachers if we did not assist them in developing inquiring and skeptical minds. Very often students will take positions and express views which are anathema to various members of the faculty or to the administration. But if we are to expect them to be tolerant and understanding, we must ourselves be tolerant and understanding. We must let them know that while our society seeks unity, it does not require unanimity. There is much merit in the language used by the Supreme Court a number of years ago: "If there is any fixed star in our constitutional constellation, it is that no official high or petty can describe what shall be orthodox in politics, nationalism, religion, or other matters of opinion, or force citizens to confess by word or act their faith therein."

Realistically we must make a sharp distinction between discussion and debate on the one hand and action on the other. The former should be relatively unfettered, but every institution must give careful attention to the action which takes place on its campus. It is not simply a matter of seeing whether a proposed act is likely to be orderly and peaceful but also whether it is in accord with the philosophy, tradition, and purposes of the particular institution.

The decision in this area lies in mature and reasoned judgment. Lack of wisdom on the part of institutional officials can easily destroy the confidence of students, of parents, of friends and alumni or of the community. Obviously, too, institutional officials may find that they must act with care in view of the consideration of their trustees and of legislative bodies, if they are publicly supported.

What should we do if students wish to set up chapters of the Birch Society, the Black Muslims, or a Communist group on the campus as action groups? Should the University be a base of operation for social action? We would not think so. You must advise us here too.

Being assured that they act on the basis of sound principles, institutional officials should not be timid. Their decisions should not be made for the purpose of pleasing particular groups whether they be students, trustees, or legislators. Those who are responsible for administering the affairs of institutions of higher education must commit themselves wholeheartedly to the cause of serving the purposes of learning and of advancing the wisdom and understanding of our society. In so doing they may at times be unpopular but they will achieve the inner satisfaction of knowing that they are in support of a just cause.

I know very well also, the concern which must be had for those student activities which take place off-campus, especially in the matter of picketing and similar demonstrations, and in instances where students call upon a rival institution at the height of the football season. Students must be cautioned in these situations that the action should be taken in the knowledge of the law, and that in no event are they empowered to act in the name of the institution. When they participate in social action, they run the same societal risks as other students. In addition they may face institutional limitations.

Although some of our students are adult men and women, the majority of them fall somewhat short of maturity. (Laughter) We have a responsibility to their parents to teach these youngsters to act in a responsible manner and to bring credit to their families and to their school.

I think that there is an advantage to be had in having members of the student personnel staff talk with freshmen students during their orientation week on the matter of their rights both on and off campus as well as their responsibilities. It is helpful for students to have an understanding of these matters before their campus careers get fully underway. A good orientation program, however, requires a thoughtful presentation which allows students to ask questions and to get intelligent answers.

The nature of the times makes it imperative that students interest themselves in what happens on their campus, in their local communities, in the Congo, and in Laos. Those who would be leaders today cannot afford to be parochial in their ideas.

We come then to the basic question to be considered -- what is the area of permissible action permitted or open to students as protesting or activist groups? Here

we need the enlightened guidance of trained student personnel officers. Where is the line to be drawn? There is no easy or simple answer. We must distil our solution in the heated fires of conflict and precipitate, we hope, acceptable guides. The response of students to the Peace Corps idea is one indication that our hopes may not be in vain. Your interest in this question as an organization is another reason that our hopes would seem to be in the process of realization. [Prolonged applause]

CHAIRMAN SUMMERSKILL: Dr. Nabrit, I hope that you understand how much your address was appreciated. It seems to me remarkable that you could have hit the nail so much on the head, and stated the issues so precisely from the point of view of those of us working day by day on these kinds of problems.

Dean Turner, have you any point or points that you would like to underscore from the student personnel viewpoint here?

DEAN FRED H. TURNER (University of Illinois): Mr. Chairman and Mr. President, I think I would not underscore, other than to say how much I have appreciated this.

There is a comment I would like to make. It is not original, because Ed made it, and I think he ought to have the chance to say it, so I won't say that. (Laughter)

I would like to get right into a situation, Mr. President, and this is almost a case study. We have an argument going on on our campus in the council of administration, which is made up of the deans of all of the colleges, over a question which arose last spring in connection with a famous case of a professor being fired. You may remember this situation. (Laughter)

A certain group of students, and some townspeople and some faculty people called upon the President at his home. Some were armed with brickbats. They arrived on the President's lawn for a demonstration. The university officers and the local police ordered them off. There has been a big row going on over it ever since, between the members of the total administration, headed by the Dean of the Law School, as one who says the university's officers have no right to interfere until there has been a brickbat thrown.

I think here is the point that you made, that such rights cannot be absolute. You said specific rights on the campus vary from institution to institution. Such rights cannot be absolute. There may be occasions when certain restrictions enter into the situation.

Here is what I would like to comment on. At what point does the institution enter into it? We are having

this argument. One side says that when this crowd appears on the lawn armed with brickbats, it is time to get them out of the place. The other side says you cannot touch them until they throw a brick. Would you care to comment on that? (Laughter)

DR. NABRIT: I think the dean of the law school there advises out of his experience with picketing in labor cases and other situations, where the argument has been made that as long as these persons do not commit acts of violence that they are to be permitted to do this.

But I think he is a little behind the times, because I think most of the courts would now take the position that if these pickets were armed with bricks or sticks or chains, or some other instruments, and were threatening bodily harm, that that would have ceased to be peaceful picketing. Therefore, I would say that this is one of the cases where I do not think the President should have to wait until he has been struck with the bricks before he can get something done. (Laughter and applause)

CHAIRMAN SUMMERSKILL: We are not only getting expert testimony, but we seem to be getting a personal sort of testimony here. (Laughter)

DEAN TURNER: That leads right into my second question, Mr. President, because you mentioned, near the end of your address, a point that touches me right on the nose at this time. We are experiencing for the first time on our campus some student picketing. We have never had it before. For years we have believed, and we have been advised by the university's legal counsel, and the labor relations group on the campus, that the university cannot be picketed. The only kind of picketing that has been done there, it has not been the university that has been picketed, but it has been certain construction groups that have been picketing their contractors, and the legal advisers said this cannot take place on the state property. It can take place off the property, if the city has no objection to it, and the city doesn't.

Not too long ago a faculty committee, after considerable study, recommended that the university consider revising our requirement in ROTC, which we have had ever since the institution was founded under the land grant act, be changed from the required basis to a voluntary basis. There may be very good reasons for that, that we have discussed with the War Department. They know, and we know that if our enrollment increases as it is increasing at the present time, that we simply cannot accommodate the crowd, and the question would be next, would we be producing far more officers than are desirable.

Yet we differ from many of the states who have

the land grant act institutions, in that the acceptance of the land grant act in Illinois states specifically that the work not only is to be offered as required in the Act of 1862, but the acceptance by the legislature of the state of Illinois says that the work shall be offered and taken by all physically able students who can do so. In fact, we operated in early years as a military school.

It has been recommended that we ought to look carefully at whether we should ask the state to change the law. We may be in a spot where we cannot do the job. The Department of Defense may decide it does not want this requirement any longer, as was stated last spring by an assistant secretary of defense.

All of this background builds up to the night of our military ball. A group of picketers appeared on the driveways and interfered with the taxis coming in. There was a lot of snow on this late spring night. It was a difficult night traffic-wise. The university officers found these pickets, about a half dozen of them, carrying signs against ROTC, picketing the military ball. The officers ordered them off the campus. The city officers ordered them off the streets.

All hell has broken loose because there was interference with the picketing. That question is under study at the present time. The university has come up with the proposition that under certain circumstances students may picket on the campus.

Would you comment on this just a little bit, because here is the point I am coming out with. Up to this time on our campus we have let almost anything go on, provided it was by a recognized organization, and provided that there had been an indication in advance that this could go on. In other words, if the request is made, "May we do this?" and it is by an organized group, we say, "Sure," if it is within reason and legal and moral, and so on.

Here is an unknown group coming into the picture, if they are students -- we assume they are students, although we discovered in this first group of picketers they were not all students. There were some non-students in the group. There were some high school people and townspeople. Here is the basis I am getting at. When we get into picketing by a union group, we are breaking down a tradition, that is a regulation we have had for years, that people may do things, if they are known and if they ask to do it. Will you comment some more on the picketing? You are going to face this some of these days too.

DR. NABRIT: First of all, I will comment, but I will have to make this strictly a personal comment. I am a firm believer in the right of freedom of speech. I am a

firm believer that picketing is one means of freedom of speech, and so long as that picketing is peaceful, I am in favor of it. And I would not be too much concerned whether I knew the group or not, if they have some grievance against us and they want to use picketing as a means of expression, it is all right.

It would seem to me I would be more concerned in trying to find out who could speak for the group and in having a session with them to see what this grievance was about.

Now specifically as to your problem, let me say that where the students were a part of a group, and you know that the students at the university have this feeling about this whole matter of compulsory ROTC, then it is not an unknown group. You do not know all of the group, that is all. You do know it is your students, and you may as well face the problem and decide whether or not students have a right to picket. I think they do. I do not think we have any more right to outlaw picketing by our students than does the White House. (Laughter and applause)

DEAN EDMUND G. WILLIAMSON (Dean of Students, University of Minnesota, Member of Panel): Well, that is one criterion, isn't it. (Laughter)

I would just like to express my personal gratitude to President Nabrit for this very clear, and very satisfying advice to us as professional people. I said to Fred, and I hope you won't think me, sir, parochial when I said to Fred that you speak and think like a Dean of Students. (Laughter)

DR. NABRIT: Thank you.

DEAN WILLIAMSON: I hope you do not have cause to regret that description. (Laughter)

Well I am tempted to follow Dean Turner's precedent of getting some free legal advice here. (Laughter and applause) Heavens knows that we need it at the University of Minnesota. But I will forego that temptation, and rather address myself to one of your statements to the effect, as I recall, that the Presidents would have to look to the Deans of Students for advice with regard to what are acceptable, and what are unacceptable modes of expression of opinion concerning controversial and other social issues.

I had this situation presented to me, this question presented to me last February when I was a consultant speaker at an Institute at Atlanta University. These were high school Negro counselors being trained in this Institute, and after I had given my speech on counseling theory, I was asked a very practical question. This is always

disturbing to a professor. (Laughter) I was asked by a high school counselor, "What shall we advise our students when they come to us with the question, 'What should I do concerning sit-in demonstrations?'" This is a very pressing question, I suppose, on almost every campus represented here. We have an uneasiness on the part of many students and many faculty members, and many student personnel administrators: What should be my role concerning the great issue, any great issue that divides mankind?

And certainly the problem of discrimination and segregation is a troublesome issue. It should trouble all of us, and we should wonder what is our proper role.

My answer was, as a professional counselor, I can only look at this as a counselor would, as a matter to be dealt with, explored, examined, evaluated imaginatively, in a conference between a helping counselor and a student who is troubled by this sort of question. It is an act, it seems to me, of creative intelligence to appraise and to find a role satisfying and appropriate to the particular individual who asked the question.

I do not believe that there are universals. I am always disturbed when students regress to the level of imitation and follow fads and styles, universally almost. You can see a wave beginning in one campus, and imitated all over the country.

With the President's permission, it seems to me that as student personnel administrators we should make ourselves available for consultation on the technical question, "What is an appropriate role for me as a student, or for us as a group of students?" And through the patient method of counseling we should help the individuals to examine creatively and imaginatively possible roles that would be appropriate and satisfying to them as individuals.

I do not see any other way that we can function, except as consultants to individuals who raise this question. I am aware of the fact that many presidents wish that we would not be quite so creative, that we would sit passively and let sleeping dogs lie; and certainly that we would not help the individual conjure up new modes of action. Nevertheless I think we have a professional and an ethical obligation to our students, and indeed to our institutions, to help the individuals use creative intelligence in imaginatively considering what is an appropriate role.

For some, this will be an active picketing, and we will have the delightful task of persuading the nervous regent that picketing is an appropriate form in an educational institution, as well as outside. For other students it may be a matter of learning what the issue is, as an act

of creative intelligence. Well, whatever the form, it seems to me that it must be appropriate to the individuals concerned, within the outer limits established as appropriate to an educational institution in which you are dedicated to helping young people learn to deal rationally and thoughtfully with emotionally laden issues.

CHAIRMAN SUMMERSKILL: Thank you for those comments, Dr. Williamson. (Applause)

Are there those of you who would like to put questions to any members of the panel, or to make comments, suggestions or cite examples from your own campus experience at this point?

DEAN STAMATAKOS (University of Wisconsin): I would like to ask a question of the panel, or for that matter to Dr. Nabrit. A moment ago you mentioned the growing wave of organizations, similar to the John Birch societies, communist organizations, and socialist organizations on our campuses. What is the opinion of the panel with respect to permitting extremely liberal or extremely left wing organizations to organize under the auspices of a university or a college campus community?

DEAN WILLIAMSON: Could I answer that?

PAST PRESIDENT GUTHRIE: Would you repeat the question?

DEAN WILLIAMSON: Would you repeat the question?

DEAN STAMATAKOS: What is the opinion of the panel with respect to student organizations, or shall we say, students organizing on a college or university campus, that is to say, gaining the respectability of the university's name and support -- what is the panel's feeling on this, with respect to extreme left wing or for that matter, extreme right wing, or for that matter, socially unacceptable groups on the university or college campuses?

DEAN WILLIAMSON: Personally I think we should make our consultation services available to help them organize as an open part of our campus. Part of the consultation process will be to teach them the ground rules within which they must operate and which they must accept. But within those ground rules, within the outer limits of decency, you search for modes of operation which are appropriate in an institution of higher education. There must be no deceitfulness or besmirching of character, assassination of character. There must be honesty and integrity of presentation. There must be certain academic virtues which must be observed, and we have to teach them. If they will not accept those limitations, then they have forfeited the

privilege of using our educational institution. But within those academic virtues, it seems to me that we cannot sift out unpopular or points of view which we may not like personally, or which may be unacceptable in the political arena.

That would be my own reaction. I think we ought to help them, even though we detest what they stand for.

CHAIRMAN SUMMERSKILL: I would just add my personal view that no university can lay claim to being a great university unless it makes possible the expression of the widest range of thought, whether it be scientific, or political, or social.

DR. NABRIT: May I comment on this? I do not know whether I appear to be differing here or not, but I want to make this clear, that if the question is asked, it would seem to me that the answer to it should lie in the relationship to that particular university, of its objectives and what these organizations are. That is one thought.

The other thing is, if you are talking about organizations for the expression of opinion, that is one thing. But if you are talking about organizations to use the campus as a base of operations, then you are talking about another thing, and you will find that there is not that kind of universal acceptance by universities. I am not sure how many universities at this moment would knowingly grant a charter to a card-carrying communist organization on the campus. I am just not sure. All this talk that we are making is all right, but let us get down to something specific. (Laughter) I would hate for Dean Blackburn to bring me one. (Laughter and applause)

DEAN STAMATAKOS: This is the point I was driving at. Where do you draw the line? I know in our own institution it is quite liberal. Wisconsin always has been, I am sure. But there are many of us here though who are concerned about using a university as a base of operations for things which may not be, shall we say, socially desirable, and I would like to see the panel pursue this point a little further.

DR. NABRIT: I just want to make this comment. Now, I am trying to decide what is socially desirable, because I am not sure we know what should be desirable, or what is desirable. That is where we need this freedom of discussion.

Now it is one thing to talk about that, and that it seems to me every university should be wide open for that, no matter how repugnant the view might be to you. That is one thing. The other thing is to use the university campus as a base of operations for action. That is a different thing. Let us just assume this. I have no

knowledge of this. But let us just assume that at Howard we granted a communist the right to set up a card carrying organization, and they said, "Now we are going to direct the eastern seaboard operations from the Howard campus. This is the headquarters." Now you know where the line is drawn? They would not be admitted in the university.

But if we have students who believe that the communists have a form of philosophy, a political theory which ought to be in control, and they wish to advocate it, then it is my position that they ought to have complete freedom, just as much as the Birch Society, or the Democrats, or the Republicans.

Now, when you talk about these organizations, please separate expression and thought from action, because there you get a ground that is extremely difficult. I do not believe that we can convert our campuses into action institutions, in conformity with our background. If we do we move towards the Latin American concept, where they do just that, and it would seem to me, from my little experience with them, I would much prefer our form of university.

CHAIRMAN SUMMERSKILL: Personally I agree very much with this separation of the political action, which as you point out is not the main purpose of American universities, as they are institutions of learning, and this is a problem to be dealt with.

I think in the main, a more widespread problem is that of the limitation on thought of different political and social conditions, because I think that American youngsters are going to have to deal with such systems overseas which may be much different from our own, and many youngsters at college today are not in a position to learn and discuss and gain further understanding about these, and that is what I feel we should work to expand, that people will have a chance to understand different kinds of political thought and ideologies than we have any interest in in this country.

DEAN SHOFSTALL (Arizona State): I would like for President Nabrit, if he would be so kind as to comment on the idea or the possibility that the picketing or demonstration represents a breakdown in communication, or even a breakdown in due process, and therefore should be approached from that point of view, rather than the point of view that it is something that we approve of, and we want to encourage. Now I do not think you quite said that, nevertheless, isn't it a breakdown in communication and therefore we should seek to improve our communication as a method of preventing it rather than encouraging it?

DR. NABRIT: I would say, first of all, in many instances where picketing has taken place, in the labor

field, in the field of civil rights, or in the political field, it is not a matter of breakdown of communications. Both sides know what they are talking about. They do not intend to acquiesce either in the position of the other. It is a breakdown in any method of cooperation. The communication is not the matter. The employer communicates with his employees, and he simply says, "I am not going to do this." (Laughter) So it is not a matter of communication, I would think.

It is rather a matter of differences of position and when these negotiations break down, or if, as you implied, they do not ever take place, then it would seem to me that under our system of government you have a right to make known your side of the controversy, and you may do it by speaking, by writing, by pictures, by picketing.

I would think that we must first of all approach it from the standpoint of a difference in point of view. Now I will say this, wherever you find a situation in which the cause is a lack of communication, I would agree with the questioner, then you should deal with improvement of the communications. But I think in general it is a disagreement fundamentally in position.

DEAN SHOFSTALL: But shouldn't the picketing be a last resort?

DR. NABRIT: No, because you cannot tell me, as a free citizen, whether I want to write, whether I want to speak, or whether I want to picket. If we have broken down in our negotiations, and I want to tell the public my side, you cannot tell me which is first and last, because now we are on the other side. As long as we are together, yes. But we do not get to picketing when we are together. (Laughter)

DEAN SHOFSTALL: Isn't picketing a use of force, and should not we try to use intelligence before we use force?

DR. NABRIT: All you are saying is peaceful picketing is forceful. I am saying that peaceful picketing is no more forceful to me than vigorous writing. It is when picketing becomes violent that I am opposed to it. I am opposed to any picketing with violence. But I am not opposed to peaceful picketing. I would agree with you on this, in this way, that it would be nicer for all concerned if picketing were last. (Laughter and applause)

DEAN WILLIAMSON: I would like to comment about President Nabrit's categorization. The closer I get to retirement, the more uneasy I become with prior categorization, of any kind, although I do not know what to substitute for it. But this business of on and off campus, or using

the campus as a base for off campus exploitation, I have a good deal of sympathy with it, but I would repeat that the capacity for creative intelligence on the part of students sometimes plays havoc with your prior categorization. They think of fusing categories.

A dozen years ago we had a good example of this when the first Senator McCarthy, the evil one (laughter), was in his heyday. The Republican club at the University of Minnesota came in with a petition, which we approved, and then got orders to disapprove (laughter), to use our campus, the Student Union, as a base for broadcasting in order that he might reach citizens in western Wisconsin.

Now this was using the university as a base, so we had about a couple of years of seminar discussions on this issue. (Laughter) In the meantime, the Senator came, gave his speech -- I do not think he changed anyone's votes. But we still were left with the issue, can a university be used as a base? We came up with a kind of weasel categorization that embraces both horns of a dilemma. That is my favorite form of logic. (Laughter) We said that no student organization is chartered by the University of Minnesota primarily to reach non-students. The primary objective must be students. If a little spills over on the outside to benefit the citizens at large, all right.

So you see, we sort of straddle your categorization. As I say, it makes me a little bit uneasy with prior categorizations.

DEAN TURNER: Mr. Chairman, there is a point right here -- I was agreeing with Ed's statement that the President was speaking a good deal like a Dean of Students up to a point, and then at a point I think he spoke much more like a president than as a dean of students. (Laughter) Here is the point, Mr. President. Those of us who are Deans of Students live with these things, and it seems to me that in all the years I have worked with students I have gained a little bit of the point of view of the student, although I am sure I do not have it at the present time -- they are clear ahead of me.

I agree that a student should be able to meet and discuss anything they want to. But those of us who work with student organizations know that students meet up to a point, and they say, "Well, let's quit talking and do something." Now there is the place where I think it is easy for you to say to us, "Let them talk all they want to, but don't let them transmit that into action that is going to become unbearable for the institution." You can say, don't let that happen to us, but we go along with the permissive attitude of letting students meet and discuss whatever they want to, but we are not there when they say, "Let's quit talking and go ahead and do something." There is the trouble. (Laughter and applause)

DR. NABRIT: I agree, and that is why we come to you for an answer. (Laughter and applause)

DEAN ALEXANDER (Columbia College): President Nabrit, I would like to have some comments from you, I think, on a very important area of overlap between our topic this morning and the topic we had last night, the Peace Corps. I had an example recently of a young man from my school who was in an overseas program, in what could probably be classified as an under developed country, who ran into a lot of very unsavory things which he saw going on there, mainly involving American business men, and he went in to the American Consul and unburdened his mind.

He came back terribly disturbed, and came and talked to me about this experience and all of what he felt, when he saw the things that were going on in this place.

I know that the viewpoints that have been presented here generally have the viewpoint that not only freedom of speech, but also perhaps even a larger freedom of action that you might as a president countenance, but we mean with this experience overseas there are going to be some real problems.

I would just like to have some reaction from you as to how can we handle those, and how can we orient these students to doing a good job for us overseas in the light of that experience?

DR. NABRIT: Well, Dean Alexander, you raise some interesting points. In the first place we should not have any illusions that students are simply going to talk and not do anything about everything. Your own experience teaches you that at times this talk precipitates action -- some of it violent; and certainly most of it noisy. (Laughter) So we will have action and we will have action in many instances that runs contrary to our thoughts and our wishes. But that is just a part of our society. That does not bother me. We have that in our communities every day. It is just a part of our life.

The question is as to what we as institutions should try to accomplish, not by restraint on students, but by teaching the students the responsibilities that go along with this freedom. The university is a place for study, reflection, and research, and this is best accomplished in an orderly atmosphere. That is the nature of our university, and that anything, teacher or student, any action, president or otherwise, which in any way takes from that destroys in essence our main reason for our favored position in the American society.

Now as our students go overseas, they will have experiences not quite like the "Ugly American." I think

that is exaggerated, although I saw some ugly Americans, but not any as big as that one. (Laughter)

I do not think that our students are unable to take this. I met students all over the world. I was in Africa in November and I met a large number of our students from this country, and they seem to take it. [Remarks off the record]

Our students will run into incidents, but I think our students will surprise us in their ability to take these things in their stride and to make, probably, a sound resolution of them as we do. Sometimes we think maturity and wisdom only reside in the people who are as old as Dean Blackburn (laughter) but some of us younger students (laughter) think that we have the ability to reflect also.

I do not have this fear of the young people. I do not have this fear of our students. I think that our students have a much broader grasp of the things that confront us, and I would say this: Certainly they have a broader and a deeper interest than we have, because all of these dire predictions that are being made are not for us, but they are for the students, because most of us would be too old to make much difference. (Laughter)

I think that our students, as far as we can advance them to independent thinking and research and to a responsibility for acting as citizens in the community in which we have them, that they themselves will take care, in the Peace Corps or in any other adjunct of our society that operates overseas, in a way that would be satisfactory.

I saw much less unsatisfactory behavior and talk and heard much less unsatisfactory talk among the students in Europe and Africa, than I did among some of the older people from the United States. I do not share any fear whatsoever, other than we may get some half-baked students. We may get some students who think this is a lark. But I think the majority of them will appreciate an opportunity to share the experience with people in other countries. (Applause)

CHAIRMAN SUMMERSKILL: Our time is rapidly coming to a close. We have time for perhaps two more questions.

DEAN NYGREEN: Dr. Nabrit, on two occasions this morning you have referred, when discussing social action by students, to the guide line for the administrator of the policy or position which an institution represents, and this is quite vague to me. This is a source of much concern to students who do not perceive clearly positions of institutions. Sometimes they can accept this, as when they go to a Southern religious institution that says, "You

shall not dance," and they say, "All right, if we do not accept this we may go elsewhere." But then at other times get to the kind of position which Chancellor Branscomb took with regard to James Lawson in refusing him a degree from the Divinity School. And I would like you to be a little more direct and clearcut on what you mean by the policy or position of the institution.

DR. NABRIT: That is probably the most difficult aspect of this problem. I think you would agree, first of all, that among our institutions of higher education that there is as great a difference as it is possible to have among things supposed to be alike. (Laughter) Therefore, what is true of the great metropolitan universities, or the great state universities may not be true of the smaller institutions, both from the standpoint of the way they have developed, their faculties, their experiences, and all of the things that go to make up the community in which they live.

But all of these institutions ought to have some things in common. And no matter what kind of institution, I would say, first of all, freedom of speech and freedom of thought, freedom of inquiry, ought to be a basic ingredient. That is all.

Now when you say the area where I seem to be vague, it is because it is a gray area, and you cannot bring sharpness into that area. But the amount of action permitted has a direct relationship to the status of the university. For example, it is just like any other segment of American society. The more provincial, the more local, the more separated or segregated the institution is, the narrower are all of its ideas and practices. The more cosmopolitan it is, the more they depart from that view.

Now, you cannot get from me a statement which I do not know, that is, where can you say you draw a line? Our hope is that every phase of our educational system moves through the most liberal position, but the very fact that you are talking about social phenomenon means that you can not set forth a scientific and precise line.

DEAN NYGREEN: All right, sir, but would you agree with this conclusion: That the extent to which social action by students can be permitted is not so much a function of the sponsorship of the institution as it is the courage, principledness and sophistication of the administrators responsible for the institution?

DR. NABRIT: I would agree if you would say "students and parents," if you add those two "sophisticated students and parents who are to be administered." In other words, you need the whole unit moving to a situation. Take Columbia College for example, as an illustration, and take

Chittling Switch College, in any state that you wish. That designates as far as a college can go and not be a high school. (Laughter) You must take into account the parents too, and the students. If you add those, I would accept that.

DEAN NYGREEN: All right.

DEAN WUNDERLICH (Kansas State University): Jim Lawson was on our campus three weeks ago. He brought along the social action concept that he maintains and believes in, first, gather the facts; second, communicate; and third -- which disturbed us a great deal, we find he said that legal processes today are not helping us achieve our social action objectives. We are finding it is necessary to take physical action to create the dialogue.

There has followed in the past two weeks a religious group who are very interested in the housing situation in Manhattan, Kansas. May I ask you this question, Dr. Nabrit, at what point should an institution accept the violation of law to permit social action on the part of the students?

DR. NABRIT: If you recall, I raised that question in my main presentation, and I raised it because until I became President in July, I was associated as counsel with over 900 of these students whose cases we were representing in the various states. So I had some knowledge of this, firsthand, having participated in the trial in the lower courts, and many of them even past.

I am saying that to say that in spite of that experience it seems to me that when students engage in action which results in arrest and conviction, a university has to decide how far it will go in approving such student action. That is to say, any university -- I will take the one where I do not believe there would be any doubt. Let us say Student X is arrested, charged with the murder and rape of an old lady in the city, and convicted. I think that would be about bad enough so everybody would say, that student at least ought to be put out. (Laughter)

Now we go from that to the student who is arrested and convicted for jaywalking. I think everybody would say he should not be put out.

Now in between we get into this whole area of arrests and conviction. The students in Boston, as you know if you have been up there in the fall, or in the spring, either time when their blood is running (laughter), will just get out and just decide to flex their muscles and start roaring in any one direction, and they will wind up with fisticuffs with the officers, and turn over cars, and carry on until they all have been drenched with the hoses

and some locked up. They are arrested and convicted.

Now most of us would be horrified if you would send the students home who had done that. But you still are in a situation, you are in this area where there is some doubt.

Now over in the sit-ins, where you have non-violence, which is something to impress you, and you have peaceful picketing or sit-ins -- again you see, that is in the accepted vein of protest -- and these students are arrested and convicted of trespass, or breach of the peace. Again, misdemeanors, like these exuberant flexing of the muscles in the spring, only these are quiet and peaceful.

So you must take these things in their context, and the university has to do it. The great bulk of the university should have taken the view that these arrests and convictions are in the nature of the misdemeanor, and are less offensive acts, and have not dismissed the students who have taken these actions. That is in effect approving it. I would be inclined to join that group.

But I am not trying to make a definitive answer for everybody, because you see, you are in an area where you move between this little old lady who was raped and murdered, over to the jaywalker. And as you move in there, the closer you get, the less distinct becomes your choices. They are not as sharp, and it is a difficult problem.

I also said in there -- if I didn't, I should have said it -- I was leaving that to this society. (Laughter and applause)

CHAIRMAN SUMMERSKILL: I would like to congratulate the Program Chairman for arranging this excellent program, and I would like to suggest that this subject be pursued at next year's meeting. The mention of this situation that I think might be explored more fully is the irrational part of it. We have been talking pretty much in rational terms this morning, and I think that fear, for example, is one very extreme and important factor which enters into these situations and affects our work.

Quickly, by example, at Cornell we are trying, with might and main, to teach our students to revere learning, to revere law and order, and to revere the American way of life, as we broadly understand it. And now some new forms of expression are coming up with out students. And we had a picket this year, and people were fearful and suspicious. This had to do with discrimination in fraternities. I think there are a number of people now who agree that perhaps this was the most constructive act by students in the last ten years on this situation, and it set in motion a whole chain of work to improve the discrimination

situation on our campus, and hopefully to eliminate discrimination completely.

Similarly, there has been fear about outside groups participating and working with our groups on social problems, and yet we have had one example, a group of students interested in civil rights, who began to work with the town leaders in this field, and a new form of maturity and effectiveness in their work emerged because they were working with community leaders who had experience and understanding which the young people did not have.

Here were two areas in which our own fear and apprehension nearly caused bad judgment on our part. We had to go through this to be reassured that this was not only right, but effective and democratic and suitable to the university.

This is the area that I personally would hope, these kinds of problems -- and when you are dealing with fear, you are dealing with many levels, your trustee and governor level; you are also dealing with the safety division and campus patrolmen who may not understand new forms of action, new forms of student expression. There are a whole host of problems that I hope our Association could tackle.

Dean Blackburn, thank you for having a President like this and bringing him to us. President Nabrit, thank you for your wisdom and your sense of humor. Dean Turner, thank you for telling us when our distinguished visitor was a president and a dean. And Dean Williamson, thank you for holding before us the possibility that later in our careers we will live comfortably with dilemmas. (Laughter)

Mr. President.

... President Weaver resumed the Chair ...

PRESIDENT WEAVER: Mr. Vice President, thank you for your masterful handling of this wise comprehension and brilliant exposition of a subject vital to higher education and to free society.

I would like at this time to recognize former Vice President Don Anderson, Dean of Washington University in Seattle, for the purpose of presenting a resolution.

DEAN ANDERSON (Past Vice President; Resolution of Appreciation): Thank you. I cannot resist observing that now I know why Armour Blackburn is the happiest looking crook upon whom a president ever leaned. (Laughter)

I do not have a prepared resolution to read, and I am sure the language could be much improved. But I would

like to propose that we spread on the record our appreciation of this Conference, and especially of the work of our Host Deans, especially of the fine work of our Commissions and Committees, and perhaps more particularly the work of Glen Nygreen in producing the finest program that at least I have ever attended, and I would move that this be made an action of this Conference. (Applause)

DEAN PEACE (City College): I second the motion.

PRESIDENT WEAVER: The resolution has been presented and seconded. In the absence of a call for the question, I will simply proceed to call for a vote. All in favor please say, "aye." All opposed, "no." It is carried. Thank you, Don and Glen.

We planned to adjourn at twelve. It is just a little before twelve. If there is some business of compelling urgency to come before the Association I shall be happy to entertain any presentation of it at this time.

DEAN BEATTY (Pomona College): I wonder if it would not be helpful to Glen Nygreen and his committee for next year if from time to time, as we have ideas later, we write to him, as we have been invited to do, but especially if anyone has any ideas that he wishes to make as a constructive suggestion for next year, he shall speak up now and give those suggestions to him. I will begin by giving one suggestion I have.

I would like very much on some succeeding programs to hear a discussion of the progress of research and practical experience in trying to find out how one ever gages motivation, how one ever knows something about the character and quality of a student, other than those various things that we always talk about.

I could find several evidences that what is in a man's folder has no bearing whatever upon the kind of man that he is. There are such examples in the histories of colleges.

I would very much like to hear a report from some really competent persons, and I do not mean just one-- I hope a panel -- on what is being done in research in this country, what is the status of it, and where are we going on gaging the motivation of students before they come to college.

I am sure there is much to be done here, not only in this area, but in relation to their vocational plans also. We need help here, and I am sure we have to work on it.

I hope others would like to make suggestions of what they would like to see on the program also.

PRESIDENT WEAVER: Thank you. It is most constructive to have suggestions. I am sure Glen Nygreen listened attentively to what you had to say, and if he did not, a written record of it will be in the proceedings.

Is there anything else?

DEAN SAM M. BASTA (University of Nevada): I would like to know where Chittlin Switch is?

DR. NABRIT: That is in the southern part of Mississippi. (Laughter)

DEAN ANDERSON: I move we adjourn.

PRESIDENT WEAVER: A motion to adjourn is made.

... The motion was duly seconded ...

PRESIDENT WEAVER: I declare this meeting, the 43rd Annual Conference of NASPA, hereby adjourned. (Applause)

... The Conference adjourned at eleven fifty-five o'clock ...

APPENDIX A

REPORT OF THE SECRETARY April 1, 1960 - April 1, 1961

This brief annual report covers the secretarial activities of the National Association of Student Personnel Administrators from the Forty-Second "Joe Park" Memorial Conference in Columbus, Ohio, to the Forty-Third Annual Conference in Colorado Springs, Colorado. It is ironic that the items listed below do not cover the main responsibility carried by previous secretaries as well as your present incumbent: that of handling the one hundred or so letters per month concerning various facets and activities of the association.

Association Membership

Special Note:	Ten years ago (1951) total members	201
	Five years ago (1956) total members	272
	Membership as of April 1, 1960	333
	Members added since 4/1/60	15
	Membership discontinued	-4
	Total membership as of April 1, 1961	<u>344</u>

Membership inquiries are pending from seven schools.

New Members and Institutional Representatives

Augsburg College, Minneapolis 4, Minnesota, Dean Peter H. Armacost, Dean of Students
C. W. Post College of Long Island University, P.O. Box 247, Greenvale, New York, Dean Fred S. DeMarr, Dean of Students
Idaho State College, Pocatello, Idaho, Dean Mel F. Schubert, Dean of Students
Indiana State Teachers College, Terre Haute, Indiana, Dean Mark H. Williams, Dean of Men
Loras College, Dubuque, Iowa, Rev. Eugene C. Kutsch, Dean of Men
Northeast Louisiana State College, Monroe, Louisiana, Dean Fred J. Vogel, Dean of Student Services
Pacific University, Forest Grove, Oregon, Dean C. Bryce Dunham, Dean of Students
Regis College, West 50th and Lowell Blvd., Denver 21, Colorado, Dean Bernard Karst, S.J., Dean of Students
Rochester Institute of Technology, 65 Plymouth Avenue, South, Rochester 8, New York, Director Melvyn P. Rinfret, Director of Housing
St. Procopious College, Lisle, Illinois, Dean Valentine Skluzacek, O.S.B., Dean of Students
San Fernando Valley State College, 18111 Nordhoff Street, Northridge, California, Dean John T. Palmer, Dean of Students
Southern Connecticut State College, New Haven, Connecticut, Dean Roy R. Senour, Jr., Dean of Students
College of Steubenville, Steubenville, Ohio, Rev. Leonard P. Sardo, Dean of Students
Universite Laval, Quebec, Canada, Dean Jean-Charles Bouffard, Dean of Students

Westminster College, Fulton, Missouri, Paul E. Engsborg,
Assistant to the Dean of the College

Discontinued Memberships

Carroll College, Waukesha, Wisconsin
College of Idaho, Caldwell, Idaho
The Rice Institute, Houston, Texas
Swarthmore College, Swarthmore, Pennsylvania

Deaths of NASPA Participants

- (1) Past President of NASPA, Robert M. Strozier suffered a fatal heart attack on April 20, 1960. He was in his third year as President of Florida State University. Prior to that position, "Bob" served as the popular and respected Dean of Students at the University of Chicago.
- (2) Dean Edwin W. Schoenberger, Dean of Students at the Institute of Paper Chemistry connected with Lawrence College, Appleton, Wisconsin, passed away very suddenly on the last day of February.

NASPA Representation

American Council on Education
National Interfraternity Conference
Fraternity Scholarship Association
Association of College Honor Societies
National Association of College Unions
National Association of Foreign Student Advisers
National Housing Director's Conference
United States National Student Association
Western Personnel Conference
Inter-Association Coordination Committee
Various Inaugurations and Celebrations
Phi Eta Sigma
Omicron Delta Kappa

Regional Meetings Reported

Kansas Association of Student Personnel Administrators
Ohio Association of Student Personnel Administrators
Wisconsin Association of Deans of Men
Pennsylvania Association of Student Personnel Administrators
The Southern Association of Deans of Men and Personnel
Administrators
Allerton Conference of Mid-West Deans of Students
Illinois Deans and Advisers of Men
Some regional groups have not yet met

Publications

Proceedings of the Columbus Conference (April 7-9, 1960) were reproduced and sent out to all conference participants and institutional representatives within six weeks. The reduction in size as a result of the photographic

process suggested by Mr. Leo Isen, Conference Reporter, seemed to have been very much appreciated.

By action of the Executive Committee, an insert similar in size to the Proceedings was distributed to the membership including (a) a roster of Committees and Commissions for 1959-60 school year, (b) a copy of the NASPA constitution, and (3) a complete copy of the fraternity report acted upon at the Columbus Conference.

Sales of Commission III Casebooks have continued on a limited scale and they will be available again at the Conference Registration Desk.

There have been six issues of the Association Newsletter known as the BREEZE mailed out to the entire membership. Items concerning books, articles, personnel changes, and organizations judged to be of interest have been included.

Placement

Close liaison has been maintained with the Placement Officer Dean Arno Nowotny and his able assistant Mrs. Ruth Neel Miller by letter and by telephone. Seventy-six placement profiles prepared in Texas and duplicated in Urbana have been distributed with the newsletters. Letters concerning vacancies and prospective appointments have been coordinated with the Placement Officer whenever possible.

The Executive Committee

Since the April 9 meeting of the NASPA Executive Committee in Columbus, Ohio, there have been three full day meetings of this group at the Illini Center in the LaSalle Hotel, Chicago, Illinois, on May 27, October 17, and February 13. Another meeting is planned for Saturday, April 1, 1961, at the Broadmoor Hotel.

Minutes for all of these sessions are on file except for the meeting yet to be held. Highlights of the year have been as follows:

- (1) The establishment of a "Committee on Consulting Services" with Jack Stibbs of Tulane as Chairman.
- (2) The appointment of a "Committee Regarding the Student and Social Action" to be chaired by Dean Ed Williamson of Minnesota.
- (3) The realignment of NASPA Placement Office with Dean Nowotny as Placement Officer and several regional assistants to help throughout the year and especially at the Conference.
- (4) Initiated action to have NASPA become a constituent

member of the American Council on Education rather than holding an Associate membership.

(5) Established a NASPA Membership Committee with Jim McLeod of Northwestern as chairman to assist with membership matters.

A close working relationship by air mail, telegraph and telephone has been maintained with officers and committee members. Some of the added funds from increased membership dues have been allocated to travel expenses.

Conclusion

The efforts of the officers, members of the Executive Committee and, especially, Conference Chairman Glen Nygreen, have been appreciated. Both NASPA and this writer are indebted to Miss Joyce May for her willing assistance. The year has gone too quickly to accomplish all that should have been accomplished but I am grateful that my co-workers at Illinois and my own family have accepted my NASPA duties with tolerance and consideration.

Respectfully submitted,
Carl W. Knox
Secretary-Treasurer

TREASURER'S REPORT

March 16, 1960, through March 17, 1961

RECEIPTS

Balance on Hand, March 16, 1960	5680.02	
1960 Conference Receipts	5165.90	
Dues Received	8440.00	
Sale of Proceedings	45.25	
Sale of Commission III Casebooks	30.00	
Misc. Receipts	<u>339.00*</u>	
Balance on Hand and Total Receipts		19,700.17

*\$300 outstanding check cancelled.

TREASURER'S REPORT (Continued)

DISBURSEMENTS

Annual Conference Expense:

1960 Conference Expense	4493.45	
Cost of Proceedings	2256.61	
Conference Chairman	500.00	
Badges	<u>76.83</u>	
Total Conference Expense		7326.89

Secretary-Treasurer's Expense:

Printing & Mimeographing	144.40	
Postage	110.00	
Telephone & Telegraph	49.10	
Stenographic Service	418.00	
Books & Magazines	6.60	
Secretary's Allotment	100.00	
Misc.	<u>7.29</u>	
Total Sec.-Treas. Expense		835.39

Placement Service		50.00
-------------------	--	-------

Executive Committee Expenses:

President's Fund	300.00	
Meeting Expenses	2592.53	
Commission & Committee Exp.	<u>241.06</u>	
Total Exec. Com. Expense		3133.59

Misc. Expenses:

American Council Dues	50.00	
Travel to Meetings	143.13	
Misc. Expenses	<u>74.68</u>	
Total Misc. Expenses		<u>267.81</u>

Total Disbursements		<u>11,613.68</u>
---------------------	--	------------------

ENDING BALANCE, MARCH 17, 1961		<u>\$8086.49</u>
--------------------------------	--	------------------

Balance/check book, 3-17-61	8086.49	
Balance/NASPA records, 3-17-61	8086.49	
Balance/ bank statement, 3-17-61	8086.49	

APPENDIX B

HISTORIAN'S NOTE: The National Association of Student Personnel Administrators is singularly fortunate in the fact that more than four decades after its founding, it is able to present to its members the text of a recent address by one of the Founders of the Association. The old timers in NASPA will recall the sly humor; the new members will join in appreciation of the man, and all will be pleased to hear, once again, from Scott H. Goodnight, Dean Emeritus, University of Wisconsin.

Fred H. Turner, Historian

THE DEANSHIP OF MEN - DEANS AND DEANING

by
Dean Scott H. Goodnight

(Presented to the University Club of Winter
Park, Florida, February 24, 1961)

A minister appeared at his church one Sunday morning with an ugly gash on his face. A feminine busybody, of whom there are always a few in every congregation, bustled up to him and demanded to know how come. He said: "Well, Sister, when I was shaving this morning, I was thinking about my sermon and I cut my face." She quipped back, "Well, Pastor, I suggest that when you shave next Sunday, you think of your face and cut your sermon."

I have attempted to act on that advice and to save face, I have amputated pages and paragraphs from this paper to get it whittled down to pow wow size, and I hope I shall have succeeded.

Our program chairman has asked me to tell you about the deanship of men, the origins of the office, and its development, and he suggested that since I am an emeritus of that species, I should be able to tell you the story. Now, I have long had something of an aversion to that title Emeritus. It comes from two Latin words: ex. meaning "out of", and meritus, meaning "deserving". So obviously the hidden meaning of the title is: "The guy is out of his job, and he jolly well deserves to be."

Discipline in college and university. When Miss Winnifred Worthington Witherspoon was asked about her family tree, she gurgled: "O dear me, yes, our family goes a way back -- O, I don't remember just now how far, but anyway, we have been descending for centuries." And so have disciplinary problems in colleges and universities.

If you read accounts of the old medieval centers of learning in Europe, you will learn of turbulence and violence on the part of the scholars. In Renaissance times

and later, disciplinary troubles. If you peek into the minutes of the meetings of the Board of Governors of Harvard College of two hundred years ago, you will find that that august body spent an amazing amount of time in the weighing and passing judgment on discipline cases among students.

In all our infant colleges back in Colonial times, students were turbulent and troublesome, and quite naturally the administrators followed the pattern of English schools where corporal punishment was the rule in enforcing discipline. In England, hired bullies were used to do the beating. In this country, the duty of doing the pummeling usually fell to the president, even in the case of church sponsored institutions, where the presidents were almost invariably ministers.

But student conduct remained bad; profanity -- which, by the way, seems to have been regarded in those days as one of the worst sins enumerated in the Decalogue-- drunkenness, thievery, even strikes and riots were not uncommon, and sometimes students fought back when punishment was attempted. The historian Prescott, at Harvard, was blinded in one eye by a missile thrown by a student; and two cases of fatalities are on record, a professor at the University of Virginia was shot and killed by a trigger happy student, and the President of Oakland College in Mississippi was stabbed to death by a drunken student.

In a book that appeared two years ago, and to which I shall refer several times in this discussion, entitled "God Bless Our Queer Old Dean", by W. Storrs Lee, 20 pages are devoted to amazing descriptions of the riotous and rebellious conduct of students in our oldest American colleges in the two centuries prior to the year 1900. It is most interesting reading, and one lays the book aside with the definite conviction that our collegiate youth of ye olden time were hell-raisers of a very high order. They stopped at nothing short of -- why, they didn't stop, period. Riots, mayhem, murder and arson. So they were, of course, a lot worse than our present day students. Anyway, I don't recall any arson cases lately!

But I guess I will have to admit that we have some pretty bad cases of student misconduct nowadays, too. For example, I have clippings in my file regarding a dormitory fight in an Ohio institution a few years ago, in which a dorm proctor who intervened was shot and killed, and one of the combatants was seriously wounded. And other clippings on the case of a freshman in a Colorado school who grew a bear in defiance of a senior tradition, and who, when attacked by seniors, put a 38 slug through the tummy of the leader. And he was acquitted of crime by a jury later on. Again, in a water fight and panty raid on the campus of the University of California four years ago, over 1,000 pieces of lingerie were purloined, other personal effects in the

amount of over \$7,000, and damage to university property was inflicted that was estimated at \$5,000. That affair made headlines all over Europe. There were similar affairs in a dozen other universities later on, but none approximated the magnitude of the California fracas. And abroad, it was a student-led riot that insulted Nixon in South America not so long ago, and a similar one that caused the cancellation of Ike's goodwill visit to Japan more recently. So, I guess that, after all, the old tradition is being pretty well upheld, even in these modern times.

Late in the last century, President Eliot appointed a dean of Harvard College to be "responsible for student relations." The first appointee seems not to have been very successful in that assignment and he was retired to the vastly easier post of Dean of the Harvard College Faculty. But the second appointee to the position of Dean of Harvard College with responsibility for student relations, LeBaron Russell Briggs, scored an outstanding success and won wide acclaim through his masterful handling of students and their problems. His biography, entitled simply "Dean Briggs" by Rollo Walter Brown, is a book that I have been recommending as a must for every beginning dean of men for the last thirty years, although Briggs never had the title Dean of Men.

Briggs seems to have been beloved by all, even those with whom he had to deal sharply. In a work entitled "Harvard Celebrities," he is apotheosized in the following doggerel:

"Of all the sprightly figures that adorn the college scene,
The most supremely genial is our own beloved dean.
He'll kick you out of college, and he'll never shed a tear;
But he does it so politely that it's music to the ear.
He greets you in the anteroom, he grasps you by the hand.
He shows you to an easy chair and begs you not to stand.
'Good morning, Mr. Sporticus, how is your Uncle Jim?
I used to know him well, you know; you look so much like him.
And you're enjoying college? Yes? Indeed, I am so glad.
Let's see. Six Ex? Impossible! How very, very sad!"

The most amusing story that has come down to us about Briggs, is of an occasion when he was invited to deliver the commencement address at Barnard College. It was a frightfully hot day in June. The Dean arrived betimes and was ushered to the rostrum and shown to a seat in a chair that had, unfortunately, been heavily varnished not long before. The terrible heat softened up that varnish to such a degree that when the Dean was introduced and arose to speak, the chair started to follow him and the audience laughed. Quite unperturbed, he began: "Ladies and Gentlemen: On this occasion I had fully expected to bring you an unvarnished tale, but unhappily, the fates have intervened to prevent it."

Just after the turn of the century, in the year

1901, to be exact, the first dean of men in recorded history was appointed at the University of Illinois. He was Thomas Arkle Clark, "Tommy Arkle" as he became familiarly known to thousands of Illinois students and alumni, and to us who were associated with him as deans of men later.

The second man officially appointed by a college board of trustees, was Dr. Arthur Delano Enyart, "Mr. Rollins College," as he is affectionately known in this community, who was appointed Dean of Men at Rollins in the year 1912. As you doubtless nearly all know, the big field house and gymnasium that is soon to be erected on the Rollins campus, is to bear Dr. Enyart's name. The third man to be so appointed was Robert Rienow, at the University of Iowa, Iowa City in 1915. And your humble servant who is trying to tell you something about deans of men this afternoon was number four at Wisconsin in 1916. It is not so pleasant to record, however, that all of the early associates of Dr. Enyart and myself in the ranks of the deans of men have answered the call of the grim reaper. We are the sole survivors of the early deans of men.

Now I fear that the heavy accent upon discipline in the foregoing part of this paper may have created in your minds the impression that the disciplining of students for bad conduct was the only function expected of and allotted to this new academic creature, the dean of men. I hasten to correct that conclusion. To be sure, I think the age-old disciplinary problem was the prime cause of the invention of this new officer, and I am sure that the hope of presidents and college deans everywhere was that they would be relieved of the onerous task. And wherever a dean of men was appointed, all disciplinary duties were shifted with unseemly haste upon his willing or unwilling shoulders.

But even the earliest appointees to the new post--most of us without chart or compass, without directives or definitely defined duties -- realized from the beginning that we were not to be merely detectives or policemen. We understood that we were to be officers who would work with students for the betterment of both personal and group morale among students. For example, it was obvious that some group activities were running to extremes, such as all night dances followed by dawn teas; on the part of individuals, excessive devotion to activities, harmless in themselves, but definitely detrimental when carried to extremes and causing failures in scholastic work. Student publications needed direction and guidance; there was graft and misappropriation of funds in some organizations; hazing was prevalent almost everywhere; there was no end of maladjustments that needed correction that no one was doing anything about.

And it was also the secret ambition of every newly appointed dean of men who was worth his salt to become a friendly and helpful personal adviser especially to boys who were having difficulty in carrying on because of poverty, of

too many hours spent in work for self support, of illness, of broken homes or for other reasons. In short, the dean wanted to be a guide and counsellor and friend, with both groups and individuals.

But I wonder whether you realize how conflicting these aims are with disciplinary functions? As all of us soon discovered, this conflict is virtually insoluble. By and large, students will not love and trust the guy who wields the big stick. His motives become suspect in every move he makes. And, as every dean who has tried to do his honest duty in both directions has soon learned, the disciplinary function is quite inimical to the trust and confidence that are so necessary if he is to work effectively with individuals as a friendly counselor.

And another difficulty that the dean on a big campus encountered -- greater than the dean on a small one met -- was that of getting in touch with the lonely, discouraged kids who most needed cheering up and good counsel, but who were reticent, downhearted and would not confide in any one.

Add to all this the fact that early deans of men were about the most misunderstood figures on the American campus. Everybody knew what the president was for, what the registrar did, how professors operated, what the librarian, the business manager and the janitors were there for; but to everyone off the campus and to a majority on it, the orbit of the dean of men was about as nebulous and vague as that of Jupiter. Beyond the administration of disciplinary measures, there was little comprehension of his sphere of activity. Perhaps students saw him in more different lights than anyone else. Not on small campuses, where everybody knows everybody and all know who is who and what is what on the faculty, but on a campus with over 5,000 students, that observation held true. To some, he was a bogie man, the guy with the big stick. Not to know him was an honor and a certificate of good character. Some considered him a snooper, gumshoeing around, looking for a chance to get students into trouble. To others, a stern administrator of eligibility rules, ready at a moment's notice to fire a student editor, actor or athlete under the pretext of protecting the academic work of his victims, a guy to shun and withhold information from. Again, he was a nice sociable chap who chaperoned parties agreeably and seemed a good sort. Or he was a life saver who sympathized with you when you were down, visited you when you were sick, procured a scholarship or a loan for you when you were broke; in short, a swell guy to know. Then, there were in-betweens who saw the dean only at a distance, when he made a speech in public or helped at commencement, and to whom he was a background figure in the academic scene of whom they knew nothing and about whom they were not even curious. He seldom crossed their distant horizons and so far as they were concerned, he might just as well have been non-existent.

But in the university family, the dean was usually the fall guy who had to take the rap for almost everything that somebody didn't like. If he cracked down on evil doers, there were always a few sob sisters on the faculty ready to bewail his lack of sympathy and understanding of youth. If he was for any reason easy on offenders, there were always a few fierce old warriors with bristling mustachios among the professors who howled about the dean putting the stamp of university approval on bad conduct by failing to mete out severe penalties to all concerned. Almost everything the dean did was wrong in somebody's estimation.

But every dean of men who has served for any considerable length of time, has suffered frustrations at the hands of students. If you ever hear a dean of men deny that, you can put him down as one who didn't last long at the job. To put it in delicate and aesthetic verbiage, he was just too big a darned liar to hold the job long. We all had 'em. Even Clark, who was, I think, beyond doubt the shrewdest and canniest of the deans, was no exception.

I remember well one case. There was originated back in the bootlegger era a nefarious subterranean drinking fraternity that called itself Kappa Beta Phi. You will note that it was Phi Beta Kappa in reverse. It was supposed to have a national office that granted charters to chapters on all campuses. The sole purpose of each chapter was to keep the identity of its members secret and to hold nocturnal beer busts in out of the way places that ended in noisy brawls and still not get caught. It plagued all of us.

One spring at the annual meeting of our deans' association, Clark smugly informed us that he had routed Kappa Beta Phi from his campus for good. He produced a charter they had surrendered to him, a roll of officers and members, and a pledge signed by all of them foreswearing any further connection with Kappa Beta Phi. We went home feeling blue. How could Clark produce such incredible results, when we couldn't do anything with the nuisance?

The summer passed, the fall semester began. In the course of it, strange rumors began circulating among the deans to the effect that Kappa Beta Phi was going on as normally as ever on the Illinois campus. At our following meeting, a very crestfallen Clark confessed that the whole business had been a huge fake that had taken him in completely. The charter, the chapter roll and the pledge were carefully written fakes; the names were all forgeries and care had been taken to include among them some of the most prominent YMCA and church workers on the campus. We went home from that meeting feeling somewhat better.

Clark's experience reminded me of that old-time story of the farmer who came to a veterinarian to get a remedy for his sick mule. When he had heard the symptoms,

the vet said, "Give him one of these pills morning and evening for three days. They are pretty drastic and will make him sicker for a day or two, but then he will get well." But," said the farmer, "how do you go about giving a mule a pill?" "Very simple," said the vet, and gave him a little tube some six or eight inches long. "Put a pill in this little tube, pinch his lower lips against his teeth with your left hand, then when he opens his mouth wide, simply blow the pill down his throat and he will swallow it involuntarily." The farmer left, but next morning he was back. He staggered into the office and collapsed upon a chair. "Heavens, man," said the vet, "what ails you?" The poor fellow could only murmur, "Doc, the derned mule blowed first."

Mules are like that.

And sometimes students are too, and don't think they aren't!

Early in the history of our organization there were divergent views as to the best methods of work for the dean of men. Our two acknowledged leaders in the early day were exponents of diametrically opposed viewpoints.

Clark was discipline personified at Illinois for the whole period of his career there. He believed in it profoundly and that he could accomplish great good for students by its wise use. For that reason, and not for any sadistic motive, he liked to administer discipline. He contended that some of his closest, life-long friends were fellows with whom he had first come in contact in discipline cases. He contended further, that no dean of men could do an honest, full-time and thorough job unless he were the disciplinary officer of the institution and so recognized by administration and students alike. Clark was an extraordinarily diligent and meticulous administrator; he kept voluminous records of everything; he always had a big office staff, at least three assistant deans, a secretary, numerous typists and filing clerks, and student part-time assistants on call. He got to his office at 7 o'clock every day and often stayed past six in the evening. And he knew more about what was going on among students on the Illinois campus than any other dean knew about his. Students accused him of maintaining a student spy system, but Clark always denied that and I believe him rather than his prejudiced accusers.

Our other great leader, Stanley Coulter, the grand old man of Purdue, scorned disciplinary work and would have nothing to do with it. He insisted that the college deans should skin their own skunks, he would have no part in it. He boasted that the only records he kept were his name on his office door and carbon copies of letters he dictated. I always wondered why he went to the extreme of keeping them. His office staff consisted of one lady who

served as secretary, typist, filing clerk, and assistant. Coulter was 66 years of age -- just four years away from retirement when he was appointed dean of men. But what a dean he was! For more than thirty years he had been a greatly beloved and respected teacher of biology at Purdue. For all those years he had taught a huge Bible class of young men students of Purdue in his church in Lafayette, and those boys were as faithful in their regular attendance at that class as Coulter himself, and he wouldn't take on any outside engagement that would keep him away from it. As dean of men, he worked by moral suasion alone, and he accomplished marvels with it. An opinion simply expressed by Coulter carried more weight on the Purdue campus than any faculty action or presidential fiat. If any practice seemed to be developing on campus that was objectionable, Coulter would invite -- he never summoned -- a few students to his office. After casual conversation, the talk would be brought around to the practice and Coulter would express the opinion that it was unworthy of the gentlemen who composed the student body of Purdue, and that if persisted in, it would be injurious to the good name of alma mater. The boys would go out and call their followers together and pass out the word that the dean thought their doings ill advised and they should cut it out. And they did!

Coulter railed at mechanical methods, such as tests and measurements to rate intelligence, ability, or aptitude. He ridiculed what he called the well meant efforts of well intentioned gentlemen to determine by studying a questionnaire whether a boy should become a preacher or a plumber, an actor, an artist or an acrobat, a merchant, a mechanic or a mule skinner. Coulter said, "Get to the heart of the boy -- that is the only method that ever does him any good. Reveal to him his own powers and potentialities and persuade him to begin to realize them and when you have done that, you need never worry about his conduct, the course he should pursue or the profession he should choose. He will take care of those matters himself and better than anyone else can do it for him."

Well, what were we poor neophyte deans to do when our two most respected leaders led in opposite directions? Which method was better in our own individual case? I think the most of us tried to be Coulters; but it wasn't long until we made the painful discovery that we were not Coulters. We lacked the superb persuasive eloquence of our model. Furthermore, we didn't have that background of more than thirty years of loving service to our students that he had. Furthermore, on larger campuses, the sheer press of numbers of students with whom we had to deal, forced us to record keeping and other of the mechanical devices that Coulter abhorred. So we took something from each book, as best we might.

Then, at a meeting in 1927, a gentleman from Washington named Mann, a red whiskered gent with a missionary

zeal, came before us and presented what he called a personnel program. It was the first time most of us had ever heard of it. And some of our number became converts to the new doctrine. Ten years or so later, at a meeting in Austin, Texas, Dr. W. H. Cowley, psychiatrist at Ohio State, came before us and scared the pants off of most of us with a paper entitled "The Disappearing Dean of Men." His thesis: Personnel work is on the way in; Deanship of men is on the way out." Some deans, he said, who will have the foresight to become experts in the personnel field will rise to head positions on their campuses as Personnel Directors. Perhaps others, less able, can retain a small subordinate job under a personnel director who will have been called in from the outside. A third class of deans will be washed up and lose their jobs altogether to personnel workers, because these were so much better prepared.

That was in 1937. Not long ago, I checked up to see how the fatalities were running. The association minutes of that year show 62% of those present as delegates to have been deans of men, deans of students, etc. The minutes of the meeting at Harvard in 1959, 22 years later, shows 72% of the delegates as deans. I wonder whether Mr. Cowley isn't getting weary of waiting for the fulfillment of his prophecy.

In the book "God Bless Our Queer Old Dean," that I have previously mentioned, the author, W. Storrs Lee, who was a dean at New England college for ten years, but who has disappeared from that post and I know not what has become of him, writes: "The abolition movement took its toll, but for every dean that was dropped in one locality, two more bobbed up elsewhere. Somebody had to do the superintending and the disciplining, and it wasn't possible to dodge the distasteful chores by hiding under an untainted title. Instead of diminishing, deans kept multiplying, and instead of losing status, deans of students have become more firmly entrenched than ever."

You may now be ready to ask whether we have ever really jelled on just what the duties of the dean of men should be. If you mean by that, have we really ever put down in black and white a fixed program for all deans of men, the answer is definitely no. I doubt that there are any two deans in different institutions who have identical programs. There are always institutional differences. What is considered a perfectly natural function of the dean of men in one place may, in another, have long ago been pre-empted by some department or by some other office. Some deans may have acquired -- or have had dumped upon them -- duties that are allotted elsewhere on other campuses.

Mr. Lee writes: "What actually goes on in the different deans' offices from Syracuse to San Diego varies almost as much as the settings. There is no standard dean

of men. It is likely that he has general supervision over the welfare and conduct of students, but beyond that he may be anything from part-time grounds manager to part-time president. He may teach a course or two, may double as chaplain, may boss the faculty -- (that part, I doubt) -- may supervise admissions, registration and placement services, he may edit the catalogue and make speeches at all the alumni dinners, he may even play father to the girls as well as the boys.."

But you may wonder, if the actual practices of the deans differ so widely, what our association does or hopes to do for its members. In a somewhat stilted report of some 20 years ago, we endorsed unanimously, and, I am convinced, with all sincerity, the principle that our educational function is the one point on which there is complete concurrence on the part of all of us. Now that was not meant to imply that as deans we were to teach classes or to participate in formal educational exercises, but rather that we should strive to supplement the intellectual training the student was receiving in his classes and laboratory work by inculcating principles that would contribute to the formation of a well rounded, and well developed character.

The purpose of the Association is to discuss and study the most effective methods of aiding students in their intellectual, social, moral, and personal development. To quote once more from Mr. Lee, who does phrase his ideas well, "The dean is concerned with the intangibles that go into the making of student character, personality and spiritual equanimity, as well as the tangibles that promote physical, social and economic well being. He is to consider the development of qualities such as integrity, loyalty, industry, courage and common civility. All these are incorporated in the dean's educational design. He is responsible for both individual and group morale, for communication to one thousand or ten thousand students the essence of what a particular college, as a family, stands for."

I sometimes wonder whether these idealistic aims of ours aren't pretty well lost in the shuffle in recent years. In the present day enormous development of the office and functions of the dean of men or of students, the dean usually heads what is, in effect, a huge personnel department consisting of many divisions and ramifications. That has all come into vogue after my time. As dean of men and dean of summer session at the same time for many years, I never had more than one assistant dean, two secretaries -- one for each job -- and three or four typists and filing clerks. And Wisconsin was enrolling from ten to fourteen thousand students in those years. Now listen to a present day setup: I quote from the news letter that our association sends out to all deans and that I received last fall.

"Dean Arden French, of Louisiana State, sends along word that Dr. John A. Hunter, presently dean of the

junior division, has been named to the newly created post of Dean of Student Services. Responsibilities of the division include: Campus Security (that means campus police force), Dean of Men, Dean of Women, Food services, Married Student housing, Faculty housing, Latin-American relations, Student health services, Student employment, Student scholarships, Student Government and Student Publications. Direction of the proposed new student union and all of its activities will also be a part of the division's structure."

Brother! Talk about empire building! Why that guy will never see a student! He will have all he can possibly do to ride herd on some 75 to 100 underlings in that far flung domain of his, and a staff meeting of the Student Services Division will be something that will resemble the convening of the State Legislature!

But the long battle between the humanistic deans with their devotion to moral suasion and personal influence, "getting to the heart of the boy," as Coulter styled it, on the one hand, and the personnel believers with their tests and measurements, their reliance on the study of questionnaires and their belief in "scientific counselling," on the other, is apparently being brought to an end in the manner predicted by Mr. Lee in one of the smartest passages of his book. It reads:

"Year by year the educational strategists are finding that their charts are less at variance. The professionals discover that they need the sensitive intuition of the humanitarians, and the humanitarians discover that they need the scientific approach of the professionals. At divergent angles, the two detachments are advancing toward a common goal. One day they will meet, join forces, and amicably proceed in unity."

This merger seems really to be taking place.

The title of Dean of Students prevails over all others as the designation of the head of the student services in most institutions. Also, the old avowed aims of the deans of considering the whole personality of the student and devoting their efforts toward the development of his character, his integrity and his adaptability to our present day society, is at least an alleged objective. But in the big universities, the large staffs, the multitudinous counsellors of every variety, the heavily manned testing laboratories and the formidable psychological and psychiatric apparatus of the modern personnel system seem to an old timer to be running away with the show. What developments the future will bring is something quite beyond my ken, and I decline to speculate. But I do feel that the old time deans of men ushered in a better and more rational approach to the handling of student problems and of problem students than the educational world had known before.

APPENDIX C

1961

CONFERENCE OFFICERS AND COMMITTEES

Conference Chairman

Dean Glen T. Nygreen
Kent State University

Registration Secretary
Miss Joyce May
University of Illinois

Conference Reporter
Mr. Leo Isen
Chicago, Illinois

COMMITTEE ON NOMINATIONS AND PLACE

(Made up of all Past Presidents in attendance, plus three members elected by the Association. The senior Past President present serves as the Chairman)

Dean Scott H. Goodnight, University of Wisconsin, 1919 (1),
1928 (10)
Dean W. E. Alderman, Miami University, 1936 (18)
President D. S. Lancaster, Longwood College, 1937 (19)
Vice President D. H. Gardner, University of Akron, 1938 (20),
1939 (21)
Vice President J. J. Thompson, St. Olaf College, 1941 (23)
Vice President J. H. Julian, University of South Dakota,
1944 (26)
Dean Arno Nowotny, University of Texas, 1947 (29)
Dean E. C. Cloyd, North Carolina State College, 1948 (30)
Dean J. H. Newman, University of Alabama, 1949 (31)
Dean L. K. Niedlinger, Dartmouth College, 1950 (32)
Dean Wesley P. Lloyd, Brigham Young University, 1951 (33)
President A. Blair Knapp, Denison University, 1952 (34)
President Victor F. Spathelf, Ferris Institute, 1953 (35)
Dean John H. Stibbs, Tulane University, 1955 (37)
Dean John E. Hocutt, University of Delaware, 1956 (38)
Secretary Frank C. Baldwin, Cornell University, 1957 (39)
Dean Donald M. DuShane, University of Oregon, 1958 (40)
Dean Fred H. Turner, University of Illinois, 1959 (41)
Dean H. Donald Winbigler, Stanford University, 1960 (42)

Elected Members

Dean Ben E. David, University of Miami
Vice President Victor R. Yanitelli, S.J., Fordham University
Dean T. W. Zillman, University of Wisconsin

Elected Alternates

Dean John P. Gwin, Beloit College
Dean James C. McLeod, Northwestern University
Dean Mark W. Smith, Denison University

THE CONTINUING COMMITTEES

Committee on Consulting Services

New during 1961, this committee is to inventory the consulting resources on student personnel problems available from members of the Association. It will also recommend procedures by which these services may be made available to member institutions and others interested.

Dean John H. Stibbs, Tulane University, Chairman
Dean Clifford J. Craven, University of Oklahoma
Dean John E. Hocutt, University of Delaware
Dean Juan J. Reid, Colorado College
Dean Fred H. Turner, University of Illinois
Dean H. Donald Winbigler, Stanford University
Dean Ralph A. Young, College of Wooster

Committee on Cooperation with the American Institute of Architects

This standing committee maintains liaison and exchange of information with the American Institute of Architects, especially in the area of college and university housing developments.

Director George K. Brown, Carnegie Institute of Technology, Chairman
Dean Thomas E. Baker, Case Institute of Technology
Dean Robert C. Goodridge, University of Redlands
Dean Ira Harrod, Rensselaer Polytechnic Institute
Director Philip Price, New York University
Dean Juan J. Reid, Colorado College

Committee on Cooperation with the Association of College and University Housing Officers

A standing committee for liaison with the association of housing officers and dealing with problems of intra-institutional relationships between student personnel administrations and housing officers. The committee makes recommendations to NASPA and its member institutions for the content and coordination of pre-service and in-service training opportunities for housing personnel.

Dean Joseph B. Boyd, Northwestern University, Chairman
Dean Robert Etheridge, Miami University
Associate Dean Robb G. Gardiner, University of New Hampshire
Dean John F. Quinn, University of Rhode Island
Assistant Dean Calvin S. Sifferd, University of Illinois
Dean Walter B. Sprandel, Albion College

Committee on Cooperation with National Student Organizations

A standing committee with the function of maintaining the Association's relationships with all national student organizations. It advises on problems and opportunities involving these organizations with NASPA and its member institutions.

Dean Ray Hawk, University of Oregon, Chairman
Dean A. T. Brugger, University of California(Los Angeles)
Dean Earle W. Clifford, University of Vermont
Dean Burns Crookston, University of Utah
Director James E. Foy, Auburn University
Dean Charles R. Gadaire, American International College
Dean Richard E. Hulet, Illinois State Normal University
Dean Charles W. McCracken, Trenton State College
Dean Joseph A. Muenzer, John Carroll University

Committee on Fraternity Relations

A standing committee to develop programs, to provide information to NASPA, and to maintain relations with others concerning fraternity matters. It offers judgment on moral correctness, educational soundness, and political feasibility of programs in order to aid NASPA to fulfill its responsibilities to its member institutions and to higher education.

Director Richard L. Hansford, University of Akron,
Chairman
Acting Dean Byron H. Atkinson, University of California
at Los Angeles
Dean Alexander R. Cameron, Lawrence College
Dean Ben E. David, University of Miami
Mr. Raymond C. King, Columbia University
Executive Dean Donald R. Mallett, Purdue University
Dr. Robert G. Waldo, University of Washington

Committee on International Exchange of Students

A new committee to prepare recommendations for a NASPA policy statement concerning the aims and operations of foreign student programs on the American campus, and of study programs abroad for American students, with special reference to the responsibilities of student personnel administration in these areas. This committee considers new and proposed government programs and recommends positions and action to NASPA.

Dean John P. Netherton, University of Chicago,
Chairman
Dean Donald K. Alderson, University of Kansas
Dean Millard R. Kratochvil, Iowa State University
Vice President James A. Lewis, University of Michigan
Dean William F. Shepard, University of California at
Berkeley

Committee on Membership

A new committee to make recommendations to the Association on membership policy and to conduct a selective campaign of membership solicitation among eligible institutions.

Dean James C. McLeod, Northwestern University, Chairman
Dean James G. Allen, Texas Technological College
Dean John L. Blackburn, University of Alabama
Dean Donald M. DuShane, University of Oregon
Dean Lester L. Hale, University of Florida
Dean M. L. Huit, State University of Iowa
Dean Arthur Kiendl, University of Colorado
Dean William D'O. Lippincott, Princeton University
Dean Frank J. Simes, Pennsylvania State University
Dean H. Donald Winbigler, Stanford University

Committee on Placement

A new committee to assist the Placement Officer in providing an effective placement service for members of the Association and for other qualified persons seeking positions in the student personnel field. Committee members assist the Placement Officer at the annual Conference and, during the year, act as regional representatives of the Association in placement activities.

Dean Arno Nowotny, University of Texas, Chairman
Dean Ben E. David, University of Miami
Director Richard L. Hansford, University of Akron
Dean Ray Hawk, University of Oregon
Dean Richard E. Hulet, Illinois State Normal University
Dean Donald A. Kluge, Eastern Illinois University
Dean Carlton L. Krathwohl, Syracuse University
Dean James J. Stewart, Jr., North Carolina State College
Dean J. E. Williamson, University of Houston

Committee on Student Discussion and Action on Social Issues

An ad hoc committee to explore openly the desirability of a study and appraisal of the responsibilities of student personnel administrators in connection with student discussion and action upon social issues. If response is favorable the committee will suggest a proper approach and method of study and appraisal.

Dean E. G. Williamson, University of Minnesota,
Chairman
Dean Armour J. Blackburn, Howard University
Dean Patrick H. Ratterman, S. J., Xavier University
Dean David W. Robinson, Emory University

THE COMMISSIONS

Commission I Professional Relations

The functional relationships between NASPA and the numerous agencies distributed throughout the organization of higher education whose interests touch those of student personnel administration are the concern of this commission. The commission has taken an important part in the development of The Inter-Association Coordinating Committee composed of representatives of NASPA, NAWDC, ACPA, and AACRAO.

Dean J. C. Clevenger, Washington State University,
Chairman

Dean Willard W. Blaesser, University of Utah

Dean William G. Craig, Stanford University

Dean Patricia Cross, Cornell University

Dean Arden O. French, Louisiana State University

Dean Robert S. Hopkins, Jr., University of Massachusetts

Dean Richard E. Hulet, Illinois State Normal University

Dean Mylin H. Ross, Ohio State University

Dean Elden T. Smith, Bowling Green State University

Commission II Professional and Legal Principles and Problems

Two assignments have been given to this commission. One is to review and revise periodically the "Statement of Principles and Professional Ethics" printed in this program. The second is to study the legal problems which confront student personnel administrators, to review the statutes of the several states which afford protection to the counselor and student personnel administrator, and to advise on institutional policies which guide officers in the discharge of their legal duties.

Dean John E. Hocutt, University of Delaware, Chairman

Dean Francis C. Bourbon, S. J., Loyola College

Dean Thomas L. Broadbent, University of California at
Riverside

Dean John P. Gwin, Beloit College

Dean Jack Matthews, University of Missouri

Dean Ben L. Perry, Jr., Florida A & M University

Dean Patrick H. Ratterman, S.J., Xavier University

Dean Weldon P. Shofstall, Arizona State University

Dean Harold E. Stewart, Wayne State University

Director Louis Toepfer, Harvard University Law School

Dean Ralph A. Young, College of Wooster

Commission III Development and Training of Student Personnel Administrators

The recruitment, development, and training of student personnel administrators is the over-all concern of this commission. Correct projects include the preparation of

publishable materials and cooperation with other associations in the designing of study and training programs.

Dean O. D. Roberts, Purdue University, Chairman
Dean Donald K. Alderson, University of Kansas
Dean James G. Allen, Texas Technological College
Dean C. William Brown, Illinois Institute of Technology
Dean Alexander R. Cameron, Lawrence College
Director Kenneth M. Collier, Ball State Teachers College
Dean Thomas A. Emmet, University of Detroit
Dean Robert F. Etheridge, Miami University
Assistant Dean J. Donald Marsh, Wayne State University
Dean C. Milton Pike, Jr., Northern Illinois University
Dean Max R. Raines, Flint Junior College
Dean Vinton Rambo, Shippensburg State College
Associate Dean George B. Spitz, Jr., Queens College
Dean Herbert J. Wunderlich, Kansas State University

Commission IV Program and Practices Evaluation

This commission serves as a clearing house for information and literature dealing with evaluation of student personnel work. Its interests include the study of existing evaluative devices and encouraging research on such devices in areas of student personnel work where they are most needed.

Dean Clifford J. Craven, University of Oklahoma, Chairman
Director James F. Carr, Jr., Florida State University
Mr. William T. Denman, Ohio State University
Dean S. Joseph House, Newark College of Engineering
Dean Marion L. Huit, State University of Iowa
Dean Carlton L. Krathwohl, Syracuse University
Vice President James A. Lewis, University of Michigan
Professor Clarence A. Mahler, Chico State College
Director Gabriel D. Ofiesch, U. S. Air Force Academy
Dean David W. Robinson, Emory University
Dean Laurence C. Woodruff, University of Kansas

Commission V Relationships with the Behavioral Sciences

The strengthening of relationships between student personnel administration and research and teaching activities in the behavioral sciences is the purpose of this commission. It is concerned both with relationships between professional persons in terms of attitudes and perceptions and with relationships between the work of the student personnel administrator and the knowledge and contributions of the behavioral scientist.

Dean Mark W. Smith, Denison University, Chairman
Dean John W. Alexander, Columbia University
Counselor Dirck W. Brown, State University of Iowa
Dean Earle W. Clifford, University of Vermont

Dean Lester L. Hale, University of Florida
Dean David L. Harris, Ripon College
Dean O. William Lacy, Trinity College
Dean Glen T. Nygreen, Kent State University
Dean Lawrence A. Riggs, DePauw University
Director Gary R. Schwartz, Mankato State College
Dean Richard A. Siggelkow, University of Buffalo
Dean Laurence C. Smith, Texas Christian University
Dean William E. Toombs, Drexel Institute of Technology

**Commission VI
Student Financial Aids**

Its purpose is to analyze national trends in the providing of financial assistance to college students. It is to formulate an expression of the Association's views after a review of studies and a gathering of opinion from member institutions.

Director I. Clark Davis, Southern Illinois University,
Chairman
Dean Armour J. Blackburn, Howard University
Dean William V. Burger, Colorado School of Mines
Dean Noble B. Hendrix, University of Miami
Dean John U. Monro, Harvard University
Vice President John F. Morse, Rensselaer Polytechnic
Institute
Dean Mylin H. Ross, Ohio State University
Dean William L. Swartzbaugh, University of Pittsburgh

**Commission VII
Religious Activities**

This commission is concerned with the changing pattern of religious expressions on campus under the conflicting pressures of a pluralistic society. It also studies the developing relationships among student religious organizations and represents the views of the Association in the councils of these groups.

Vice President Victor R. Yanitelli, S.J., Fordham University, Chairman
Coordinator DeWitt C. Baldwin, University of Michigan
Dean Armour J. Blackburn, Howard University
Dean Allen C. Brooks, The Principal College
Dean John P. Gwin, Beloit College
Dean Alfred J. Kilp, S.J., Loyola University of Los Angeles
Dean W. Mayne Longnecker, Southern Methodist University
Director Milton McLean, Ohio State University
Director Philip Price, New York University
Director Dale A. Young, Ohio State University

**Inter-Association Coordinating
Committee -- 1960-61**

An informal group of representatives from four student personnel professional associations:

**American Association of Collegiate Registrars and Admissions Officers (AACRAO)
American College Personnel Association (ACPA)
National Association of Student Personnel Administrators (NASPA)
National Association of Women Deans and Counselors (NAWDC)**

NASPA Representatives

**Dean J. C. Clevenger, Washington State University, Chairman,
NASPA Commission I
Executive Dean William S. Guthrie, Ohio State University,
NASPA President
Secretary Fred H. Weaver, University of North Carolina,
NASPA President-Elect
Dean H. Donald Winbigler, Stanford University,
NASPA Past President**

**To Committee on Professional Preparation and Education of
Student Personnel Workers**

Dean O. D. Roberts, Purdue University

**To Committee on Relationships with Academic Deans and
Administrative Officers**

Dean Arthur Kiendl, University of Colorado

**To Committee on Relationships with Regional Accrediting
Agencies with Reference to Student Services**

Dean H. Donald Winbigler, Stanford University

**To Committee on Relationships with Research Centers for
Higher Education**

Counselor Dirck W. Brown, State University of Iowa

NASPA ANNUAL CONFERENCE DATES

**1962 - April 1-4, The Benjamin Franklin, Philadelphia, Pa.
Host Dean - Carl M. Grip, Jr., Temple University**

**1963 - June 24-27, Northwestern University, Evanston, Ill.
Host Dean - James C. McLeod, Northwestern University**

**1964 - April 1-4, Detroit, Michigan
Host Dean - Harold E. Stewart, Wayne State University**

**NATIONAL ASSOCIATION OF STUDENT
PERSONNEL ADMINISTRATORS**

Commission II - Principles and Professional Ethics

**Statement of Principles and Ethical Practices of
Student Personnel Administrators**

Adopted April 7, 1960

Recognizing the professional responsibility that must always characterize the dealings of student personnel administrators with students, staff, faculty, other administrators, and professional organizations, the National Association of Student Personnel Administrators approves, as a basic premise to the work of its members, the following statement of principles and ethical practices.

A. General Principles

1. The student personnel administrator regards as his basic responsibility the total educational welfare of individual students and student groups. He seeks to coordinate the objectives of his office with the ideals and educational objectives of his institution.

2. He gives every possible support to the instructional program of the college or university. He establishes policies of administration and encourages programs of activity which not only, in themselves, are educational, but which assist students in the greatest possible realization of their own educational potentialities.

B. Principles and Practices Affecting Students

1. The student personnel administrator works to provide a milieu which enables the student to contribute to the attainment of the institution's goals and the solution of its problems. In furtherance of this objective he develops procedures designed to keep students accurately informed, to ascertain student thought and viewpoint on problems which concern them and to provide opportunity for adequate representation of student opinion before officials and groups concerned.

2. He develops such student services as are necessary or advantageous in furthering the total educational purposes of the institution. He strives to orient all student personnel programs toward the development of student maturity, self-confidence and self-reliance.

3. He is concerned that the social life of students properly complement true educational objectives and that it develop in students self-respect, respect for others and the accepted social graces.

4. He teaches students to honor the dignity and rights of individuals and groups off campus who are associated with college or university life either by affiliation, by proximity of residence, or by business association.

5. He respects meticulously all confidences of students. He particularly respects any information acquired in disciplinary procedures which might be detrimental to the present or future good name and reputation of the student concerned.

6. He establishes means of communication by which the worthwhile achievements of students are regularly called to the attention of other students, faculty members, and appropriate administrative officers.

C. Principles and Practices Affecting the Student Personnel Staff

1. The student personnel administrator encourages wholesome intra-staff relationships by his own personal dedication and sensitivity to sound ethical principles and practices.

2. He respects the dignity of his staff members and encourages a spirit of interdependence and cooperation. He manifests a personal interest in the members of his staff and keeps himself informed regarding their professional needs. He seeks the counsel of his staff on ways of improving the professional climate in which they work, a climate in which creative thinking by staff members is encouraged.

3. He consults staff members with reference to impending changes which may affect their work and responsibilities.

4. He establishes procedures through which faculty members and administrators are given appropriate information regarding individual and collective achievements of his staff members.

5. He provides an effective system of intercommunication among members of his staff and furnishes clear and meaningful statements of policy and procedure as occasion demands. He keeps his staff informed regarding significant problems confronting the college or university, particularly those which bear on student personnel work.

6. He seeks to provide opportunities for the professional advancement of staff members, providing in-service training programs whereby they may become increasingly effective in their work.

7. He works for equitable and adequate salary schedules for members of his staff, realizing that to do so effectively he must be equally concerned with such arrangements throughout the entire institution.

D. Principles and Practices Affecting the Entire College or University

1. The student personnel administrator establishes procedures to re-evaluate periodically the student personnel program.

2. He seeks from academic departments and other administrative units information that can be used for increasing the efficiency of the student personnel program. He communicates to them relevant information regarding students and student problems.

3. He keeps the faculty aware of the basic philosophy and procedures through which the student personnel program functions.

E. Principles and Practices Relative to Professional Organizations

1. The student personnel administrator participates actively in appropriate professional organizations. Through the medium of such professional organizations or through personal communication, he provides every assistance possible to fellow administrators on other campuses.

2. He gives appropriate encouragement to members of his staff to support professional organizations.

3. He actively supports NASPA in its continuous effort toward the improvement of the administration of student personnel work in the colleges and universities of the country.

APPENDIX D

ATTENDANCE FORTY-THIRD ANNIVERSARY CONFERENCE

<u>Name</u>	<u>Title</u>	<u>Institution</u>
Adams, Frank T.	Dean of Men	Univ. of Florida
Adams, Mack C.	Asst. Dean of Students	Southern Methodist
Adams, Wm. H.	3111-F High Street	Dover, Delaware
Alderson, Donald K.	Dean of Men	Univ. of Kansas
Alexander, John W.	Assoc. Dean	Columbia College
Allen, James G.	Dean of Stu. Life	Texas Tech.
Almli, Mark H.	Dean of Men	St. Olaf College
Anderson, Donald K.	Dean of Students	Univ. of Washington
Anfinson, Rudolph D.	Dean of Students	Eastern Ill. Univ.
Angelo, Harold E.*	Dean of Men	Univ. of Colorado
Armacost, Peter H.*	Dean of Students	Augsburg College
Babbitt, Samuel F.	Dean of Men	Vanderbilt Univ.
Baker, Thomas E.	Dean of Students	Case Inst. of Tech.
Baldwin, DeWitt C.	Coordinator of Religious Affairs	Univ. of Michigan
Ball, Elwood H.*	Dean of Men	Monmouth College
Banaghan, William F.	Supervisor of Student Affairs	Southern Ill. University
Barnes, Ronald E.	Asst. Dean of Stu.	Univ. of Colorado
Barrett, Rev. George	Vice President	Univ. of Dayton
Basta, Sam M.	Dean of Stu. Affairs	Univ. of Nevada
Bates, Robert E.*	Dean of Students	Colo. State Univ.
Baumgart, Norbert K.	Dean of Students	Wilmington College
Baumhoff, Walter H.	Asst. Dir. Fin. Aids	Indiana Univ.
Beard, Norman E.*	Dir. of Stu. Affairs	Anderson College
Beatty, Shelton B.	Dean of Men	Pomona College
Benz, Stanley C.	Dean of Students	San Jose State
Betz, Edward S.	Dean of Students	Univ. of Pacific
Blackburn, Armour J.	Dean of Students	Howard University
Blackburn, Dick	Dir., Rastall Center	Colorado College
Blackburn, John L.	Dean of Men	Univ. of Alabama
Blake, M. Walter, Jr.	Dean of Students	Willamette Univ.
Bloland, Paul A.	Dean of Students	Drake University
Boe, Victor C.	Dean of Men	Concordia College
Boggs, Fr. Robert L.	Dean of Students	Loyola University
Bouffard, Jean-Charles	Dean of Students	Laval University
Bourbon, Rev. Frank C.	Dean of Men	Loyola College
Bowden, Henry L.	Chrm., Bd. of Trustees	Emory University
Bowling, Floyd	Dean of Students	Tenn. Wesleyan
Boyd, Joseph D.	Dean of Men	Northwestern Univ.
Brooks, Allen C.	Dean of Men	Principia College
Brown, C. W.*	Dean of Students	Ill. Inst. of Tech.
Brown, J. Gordon	Dean of Men	Emory & Henry
Bunge, A. Frederick	Dean of Students	Calif. Western U.
Burger, William V.*	Dean of Students	Colo. School of Mines
Bursch, Charles W., II	Dean of Students	Portland State

Cameron, Alexander R.	Dean of Men	Lawrence College
Campbell, Phillip R.	Asst. Dean of Men	Univ. of Miami
Carroll, Rev. David	Dir. of Resident Stu.	Boston College
Cecil, Carl E.	Dean of Men	Waynesburg College
Cheney, R. W.	Dean of Students	Springfield Col.
Clevenger, J. C.*	Dean of Students	Wash. State Univ.
Clifford, Earle W.*	Dean of Men	Univ. of Vermont
Cogswell, Andrew C.	Dean of Students	Montana State Univ.
Colbert, J. P.	Dean of Stu. Affairs	Univ. of Nebraska
Cole, Joseph W.	Dean of Students	Univ. of Rochester
Collums, Garner G.	Dir. of Housing	Univ. of Oklahoma
Connole, Paul H.	Asst. Dean of Students	Washington Univ.
Courter, John F.	Dean of Students	Kansas Wesleyan
Corson, Louis D.	Retired Professors	
	Registry	Washington, D.C.
Coutts, Alan	Dean of Men	Dickinson College
Crafts, William B.	Dean of Men	Univ. of Pittsburgh
Crane, Robert E.	Assoc. Dean of Men	Univ. of Illinois
Craven, Clifford J.	Dean of Students	Univ. of Oklahoma
Crookston, Burns B.	Asst. Dean of Students	Univ. of Utah
Cunningham, Richard A.	Dean of Students	West Va. Wesleyan
Curtin, Edgar G.	Assoc. Dean of Men	Rutgers
Daniel, Ralph D.	Exec. Secy.	
	Phi Kappa Psi	Cleveland, Ohio
Daniels, Steward D.	Exec. Secy., ATO	Champaign, Ill.
David, Ben E.	Dean of Men	Univ. of Miami
Davis, Howard V.	Dir. of Stu. Affairs	Southern Ill.
Davis, James M.	Dir., Internat'l Center	Univ. of Mich.
Dean, James W.	Dean, Student Affairs	Va. Polytechnic
Decker, Charles O.*	Dean of Students	Univ. of Idaho
Dekker, James H.	Counselor	Purdue University
Dowd, Frank J.	Assoc. Dean of Stu.	Univ. of Rochester
Dull, James E.*	Assoc. Dean of Stu.	Georgia Tech.
Dunn, Rev. C. J.	Dean of Men	Holy Cross
Durgin, E. R.	Dean of Students	Brown University
DuShane, Donald M.	Dean of Students	Univ. of Oregon
Edwards, Thomas J.	Dean of Students	Kenyon College
Emmet, Thomas A.	Dean of Men	Univ. of Detroit
Etheridge, Robert R.	Dean of Students	Miami University
Fagan, Rev. Gerard	Dir., Stu. Personnel	St. Peter's
Farricker, W. J., S.J.	Dean of Men	Fordham Univ.
Federer, Wm. J., S.J.	Dean of Men	St. Louis Univ.
Ferber, Daniel A.	Assoc. Dir. Residences	Indiana Univ.
Fisch, A. Linc.	Asst. Dir. Stu. Pers.	Univ. of Akron
Fox, James W.	Research Asst.	Indiana Univ.
Frampton, M. E.	Prof. of Education	Hunter College
Freauff, Walter	Asst. Dean of Stu.	Univ. of Oregon
Galbreath, Carroll V.	U.S. Office of Edu.	Denver, Colo.
Gamb, Charles R.	Asst. Dean of Men	Ohio State Univ.
Gillen, Rev. Edward	Dir. of Stu. Pers.	Canisius College
Gillis, John	Asst. Dean of Men	Ill. St. Normal

Glogau, Arthur H.	Dir. of Student Affairs	Oregon College of Education
Gluck, Joseph C.	Dir. Student Affairs	West Va. Univ.
Goodridge, Robert C.*	Dean of Students	Univ. of Redlands
Gordon, Arthur E., S.J.	Asst. Dir. Stu. Pers.	Georgetown
Gould, Joseph E.*	Dean of Students	State Univ. College
Gray, Francis A.*	Assoc. Dean Stu. Life	Univ. of Maryland
Griffeth, Paul L.*	Dean of Students	Western Mich. Univ.
Griffith, W. F.	Dean of Students	Colgate Univ.
Grip, Carl M.	Dean of Men	Temple Univ.
Guthrie, William S.*	Exec. Dean, Stu. Rela.	Ohio State Univ.
Gwin, John P.	Dean of Students	Beloit College
Haack, Arno J.	Dean of Students	Washington Univ.
Hackett, Edgar	Dean of Men	Washburn Univ.
Hale, Lester L.	Dean of Stu. Affairs	Univ. of Florida
Hampton, W. O.	Dean of Students	Central Mo. State
Hannigan, James P.*	Dean of Students	A&M College of Tex.
Hansford, Richard L.	Dir. of Stu. Pers.	Univ. of Akron
Harper, Kenneth	Asst. Dean of Men	Univ. of Kentucky
Harrington, Francis P.	Dean of Men	Gonzaga Univ.
Harris, David L.	Dean of Men	Ripon College
Harrod, Ira E.	Dean of Students	Rensselaer Poly.
Hawk, Ray	Dean of Men	Univ. of Oregon
Henderson, Charles	Dean of Stu. Affairs	Univ. of North Car.
Hendrix, Noble	Dean of Students	Univ. of Miami
Hollingsworth, W. T.	Dean of Men	Miami Univ.
Hoogesteger, Howard	Dean of Students	Lake Forest
Hotchkiss, Eugene	Dean of Students	Harvey Mudd
Hourtoule, Gilbert O.	Asst. Dean of College	Lafayette College
House, S. J.*	Dean of Students	Newark Col. of Eng.
Huit, M. L.	Dean of Students	Univ. of Iowa
Hulet, Richard E.	Dean of Men	Ill. State Normal
Isen, Leo	Convention Reporter	Chicago, Ill.
Jellison, Bill*	Dean of Men	Ft. Hays Kans. State
Johnson, Kenneth L.	Dean of Men	Waldorf College
Karst, Bernard, S.J.	Dean of Students	Regis College
Keeney, A. L.*	Dean of Men	Univ. of Wyoming
Kennedy, Christopher F.	Dean of Freshmen	Northeastern Univ.
Kiendl, Arthur H.*	Dean of Students	Univ. of Colorado
Kilp, Alfred J., S.J.	Dean of Men	Loyola Univ.
King, Raymond C.	Head Resident	Columbia Univ.
King, Tom	Dean of Students	Michigan State
Klopf, Gordon	Assoc. Professor	Columbia Univ.
Kluge, Donald A.*	Dean of Men	Eastern Illinois
Knapp, Wm. H.	Asst. Dir., Div. of Stu. Personnel	Wayne State Univ.
Knox, Carl W.*	Dean of Men	Univ. of Illinois
Krathwohl, Carlton L.	Dean of Men	Syracuse Univ.
Kratochvil, Millard	Dir. of Stu. Affairs	Iowa State Univ.
Krbec, Kirby A.	Asst. Dir. Stu. Activ.	Colorado Univ.
Kreuzer, James R.	Dir. of Stu. Activ.	Queens College

Lacy, O. W.	Dean of Students	Trinity College
Lawrence, Dave	Dean of Men	Univ. of Louisville
Leathers, John	Dean of Students	Muskingum College
Leith, J. D.*	Dean of Students	Lehigh University
Lile, Thomas C.*	Counselor	Univ. of Alabama
Lindsey, F. Gordon*	Dean of Students	Clarkson Col. of Technology
Linne, Alton	Dean of Men	Midwestern Univ.
Lippincott, William	Dean of Students	Princeton Univ.
Long, David E.	Teaching Associate	Indiana University
Loucks, Donald*	Dean of Men	Fla. State Univ.
Luberg, LeRoy E.	Dean of Students	Univ. of Wisconsin
MacLeod, Clifton T.	Dean of Students	Claremont Men's
MacDonald, Gilbert G.	Dean of Students	Northeastern Univ.
Marsh, J. Don	Asst. Dean of Stu.	Wayne State Univ.
Matson, Robert E.	Dir. of Frat. Af.	Indiana Univ.
Mathany, Howard V.*	Dean of Men	Univ. of New Mexico
Matthews, Jack*	Dean of Students	Univ. of Missouri
McCleery, Robert L.	Asst. Dean of Stu.	Univ. of Denver
McCloskey, Harry L.	Dean of Students	Loyola Univ.
McElhaney, James H.	Dean of Students	Carthage College
McEvoy, Jos. J., S.J.	Dean of Men	Canisius College
McGrath, Wm.	Dean of Men	Univ. Southern Cal.
McLeod, James C.*	Dean of Students	Northwestern Univ.
Mighell, Donald R.	Asst. Dean of Stu.	Life Univ. of Texas
Miles, E. H.	Asst. Dir. of Men's Af.	Univ. of Oklahoma
Moore, Rev. F.A.	Dean of Students	Univ. of San Fran.
Muenzer, Rev. Jos. A.	Dean of Men	John Carroll Univ.
Mullaly, Edward J., S.J.	Dean of Students	Univ. of Scranton
Nabrit, Dr. James M.	President	Howard University
Nester, William R.	Acting Dean of Men	Univ. of Cincinnati
Netherton, John P.	Dean of Students	Univ. of Chicago
Newman, James E.	Asst. Dean of Students	Univ. of Chicago
Nichols, W. Eugene	Head Counselor	Indiana Univ.
Northrup, Foster M.	Men's Residence Halls	Purdue Univ.
Nygreen, Glen T.	Dean of Students	Kent State Univ.
O'Connor, Col. Virgil	Registrar	U.S. Air Force Academy
Oden, Donald A.	Stu. Activ. Ad.	Colorado College
Oglesby, R. R. *	Dean of Students	Fla. State Univ.
Oppelt, Norman T.	Dean of Men	Colorado State
Orwig, James P.*	Dean of Men	Berea College
O'Zee, William F.	Dean of Men	Colorado State
Pai, Young	Dean of Men	Park College
Parish, H. Carroll	Asst. Dean of Stu.	U.C.L.A.
Peace, James S.	Actg. Dean of Stu.	City College, N.Y.
Peisner, Earl*	Dean of Men	Grinnell College
Peters, George B.	Dean of Men	Univ. of Pa.
Pickering, R. L.	Dir. of Registration	U. of Michigan
Pike, C.M.	Dean of Men	Northern Illinois
Pillsbury, Wilbur F.*	Dean of Students	Knox College
Playe, George L.	Dean, Undergrad. Stu.	Univ. of Chicago

Poling, Dan W.	Dean of Men	Oregon State
Pollock, O. Edward	Dean of Students	Union College
Price, Philip	Dir.of Stu.Activ.	New York Univ.
Pugh, Bill R.	Asst.Dir.Stu.Resid.	Univ. of Colorado
Rankin, Donald F.	Dean of Students	Ferris Institute
Ratterman, Rev. P.H.	Dean of Men	Xavier Univ.
Rea, Walter B.	Dean of Men	Univ.of Michigan
Reddell, Ferd D.	Dean of Students	San Fran. State
Reid, J. J.*	Dean of Men	Colorado College
Rettig, Richard A.	President, USNSA	Philadelphia, Pa.
Reynolds, Lyle	Dean of Students	Univ.of Calif., Goleta
Rhodes, George F.	Asst.Dean of Men	Univ. of Colorado
Riggs, Lawrence	Dean of Students	DePauw Univ.
Rivet, Fr. Hilton	Dean of Students	Spring Hill Col.
Roberts, O. D.	Dean of Men	Purdue Univ.
Robinson, David W.	Dean of Stu.Affairs	Emory Univ.
Robinson, Eugene E.	Counselor	Purdue University
Romney, Antone K.	Dean of Students	Brigham Young U.
Root, Reginald D.	Dean of Men	Univ.of Washington
Roskens, Ronald W.	Dean of Men	Kent State Univ.
Ross, Mylin H.*	Dean of Men	Ohio State Univ.
Runk, B.F.D.	Dean of University	Univ. of Virginia
Russell, Gene	Coordinator of Stu. Act.	Oklahoma Univ.
Sampson, Delbert J.	Dean of Men	Nebraska Wesleyan
Saurman, Kenneth P.	Admissions Couns.	DePaul Univ.
Scanlon, Joseph	Exec.Secy,Alpha Phi	Omega Missouri
Schmalfeld, Robert G.	Dean of Men	Heidelberg College
Schreck, Thomas C.	Dir.of Stu.Activ.	Indiana Univ.
Schwartz, G. R.	Dir.of Stu. Pers.	Mankato State
Scott, Keith L.	Dir. of Men's Resi- dence Halls	Ill.State Normal Univ.
Sells, Duncan	Dir.of Fin. Aids	Cornell Univ.
Serafin, Alfred C.	Coord.of Stu.Affairs	Univ. of Denver
Seymour, Thaddeus	Dean of the College	Dartmouth
Shaffer, Robert H.	Dean of Students	Indiana Univ.
Shainline, John W.	Dean of Students	Gettysburg Col.
Sharp, Maurice J.	Dean of Students	Wayland College
Shaw, Jack	Dean of Students	Colorado State
Shearer, Roderick	Dir.of Resid.Stu.	Univ. of Detroit
Shepard, William F.	Dean of Students	Univ. of Calif., Berkeley
Shirley, Warren H.	Assoc.Dean of Stu.	Florida A & M
Shofstall, W.P.*	Dean of Students	Arizona State
Shutt, Darold	Asst. Dean of Men	Univ. of Arizona
Simes, Frank J.	Dean of Men	Penn. State
Simms, Dr. Albert G.		
Slonaker, Louis	Dean of Men	Univ.of Arizona
Smith, E. Jim	Asst.Dean of Men	Univ. of Colorado
Smith, Jodie C.	Assoc.Dean of Stu.	Univ. of Oklahoma
Smith, J. Towner*	Dean of Men	Western Michigan
Smith, Laurence C.	Dean of Students	Texas Christian

Smith, Mark W.	Dean of Men	Denison Univ.
Smith, Rex A.	Exec. Secy., SAE	Evanston, Ill.
Sprandel, W. B.	Dean of Men	Albion College
Stafford, E. E.*	Assoc. Dean of Stu.	Univ. of Illinois
Stair, John	Dean, Stu. Per. Serv.	Northern Montana
Stamatagos, Louis C.	Dean of Men	Univ. of Wisconsin
Stanton, Floyd L., S.J.	Vice President	Marquette Univ.
Stead, Ronald S.	Dean of Men	Ohio Wesleyan
Stewart, Harold E.	Dean of Students	Wayne State Univ.
Stibbs, John H.	Dean of Students	Tulane Univ.
Stielstra, William	Dir., Office of Loans	Purdue Univ.
Stocking, Glen O.	Dean of Education	Regis College
Stratton, Orin R.	Dean of Students	Hastings College
Strong, Foster*	Dean of Freshmen	Cal. Inst. Tech.
Summerskill, John	Vice Pres. for Stu. Aff.	Cornell Univ.
Swank, Earle R.	Dean of Men	Carnegie Inst.
Swartzbaugh, W. L.	Dean of Students	Univ. of Pittsburgh
Swift, William D.	Asst. Dean of Stu.	Southern Methodist
Switzer, D. R.	Dean of Stu. Affairs	Miss. Southern
Thomsen, Bob	Dir., Men's Affairs	Whitman College
Thompson, Jorgen S.	Dean of Men	Augustana College
Thompson, Robert V.	Dean of Students	Evansville Col.
Tlachac, Norbert J.	Dir. of Stu. Activ.	Marquette Univ.
Toll, George S.	Exec. Secy, AEP	St. Louis, Mo.
Tollefson, Arthur L.	Admin. Asst.	Western Pers. Inst.
Tollefson, E.	Dean of Stu. Pers.	Southeast Mo. St.
Tombaugh, Richard L.	Grad. Counselor	Purdue Univ.
Toombs, William	Dean of Men	Drexel Inst. Tech.
Tripp, Philip A.	Dean of Students	Washburn Univ.
Truitt, John W.	Dir., Men's Div. of Student Affairs	Michigan State
Trumpe, Richard M.	Dir. of Stu. Affairs	Purdue Univ.
Trusler, V. T.*	Dean of Men	Kansas St. Trs.
Turner, Fred H.*	Dean of Students	Univ. of Illinois
Voldseth, Edward	Dean of Students	Univ. of Alaska
Wacker, Francis*	Exec. Secy. Delta Sigma Phi	Denver
Wallace, Jewell	Dean of Men	T.C.U.
Wallenfeldt, E. C.	Resid. Halls Program	Indiana Univ.
Ward, Eugene S.	Dir. of Men's Housing	Southern Methodist
Watling, Tom C.	Dean of Men	Drury College
Watson, George H.	Dean of Students	Roosevelt Univ.
Weaver, Fred H.*	Secy., Univ. of N.C.	Chapel Hill, N.C.
Weddel, William	Asst. Dean of Men	Colorado State
Weinstein, Stanley D.	Dir., Stu. Pers.	Brandeis Univ.
Whittaker, Raymond C.	Dir., Stu. Activ.	Temple Univ.
Wildy, Charles H.*	Asst. Dean of Stu.	Kansas State Univ.
Wilkinson, James R.	Dean of Men	Alabama College
Williams, Thomas G.	Dean of Men	Coe College
Williamson, E. G.*	Dean of Students	Univ. of Minnesota
Williamson, James E.	Dean of Men	Univ. of Houston
Winbigler, H. Donald	Dean of Students	Stanford Univ.

Wood, C. W.*	Dir. Student Pers.	Univ. of Minnesota
Wright, Ralph W.	Dean of Men	Kansas State Col. of Pittsburgh
Wright, William M.	Assoc. Dean of Stu.	DePauw University
Wunderlich, Herbert J.	Dean of Students	Kansas State
Yanitelli, Victor R., S.J.	Vice President	Fordham Univ.
Yardley, Wm. A.	Dean of Students	Midwestern Univ.
Yarosz, Edward J.	Head Resident	Washington State
Yoke, Robert S.	Dir. of Stu. Rela.	General Motors Institute
Young, Donald F.	6586 Beene Road	Ventura, Calif.
Young, Ralph A.	Dean of Men	Col. of Wooster
Yuthas, Jack	Dean of Students	State Univ. of New York
Zillman, Theodore W.	Dean of Men	Univ. of Wisconsin

* Denotes Wives in Attendance.

APPENDIX E

ROSTER OF MEMBERS, March, 1961

<u>Institution</u>	<u>Representative</u>	<u>Address</u>
A. & M. College of Tex.	Dean James Hannigan	College Sta., Tex.
University of Akron	Dean R.L. Hansford	Akron 4, Ohio
Alabama College	Dean James Wilkinson	Montevallo, Ala.
Univ. of Alabama	Dean John Blackburn	University, Ala.
Univ. of Alaska	Dean Edward Voldseth	College, Alaska
Albion College	Dean W.B. Sprandel	Albion, Michigan
Alfred University	Dean Paul F. Powers	Alfred, New York
Allegheny College	Dean John McKean	Meadville, Pa.
Alma College	Dean Kent Hawley	Alma, Mich.
American Intl. College	Dean Charles Gadaire	Springfield, Mass.
American University	Dean Ralph John	Washington, D.C.
Anderson College	Dir. Norman Beard	Anderson, Indiana
Arizona State Univ.	Dean W.P. Shofstall	Tempe, Arizona
Arkansas State College	Dean Robert Moore	State College, Ark.
Univ. of Arkansas	Dean W. Halladay	Fayetteville, Ark.
Atlantic Christian Col.	Dean of Students	Wilson, North Car.
Auburn University	Dean James E. Foy	Auburn, Alabama
Augsburg College	Dean Peter Armacost	Minneapolis, Minn.
Augustana College	Dean Jorgen Thompson	Sioux Falls, S.D.
Baker University	Dean Ben. Gessner	Baldwin, Kansas
Baldwin-Wallace Col.	Robert W. Pitcher	Berea, Ohio
Ball State Teach. Col.	Dean Glenn R. Ross	Muncie, Indiana
Baylor University	Pro. Monroe Carroll	Waco, Texas
Beloit College	Dean John P. Gwin	Beloit, Wisconsin
Berea College	Dean James P. Orwig	Berea, Kentucky
Bethany College	Dean Robert Preston	Bethany, W. Va.
Boston College	Francis B. McManus	Boston, Mass.
Boston University	Dean Staton Curtis	Boston, Mass.
Bowling Green State U.	Dean Elden T. Smith	Bowling Green, Ohio
Bradley University	Dean Leslie Tucker	Peoria, Illinois
Brandeis University	Dir. Stanley Weinstein	Waltham, Mass.
Brigham Young Univ.	Dean Anton K. Romney	Provo, Utah
Brooklyn Center, L.I.	Dean John Hickey	Brooklyn, N.Y.
Brown University	Dean E. R. Durgin	Providence, R.I.
Bucknell University	Dean John Hayward	Lewisburg, Pa.
University of Buffalo	Dean Richard Siggelkow	Buffalo, N.Y.
Butler University	Dean H. Schwomeyer	Indianapolis, Ind.
Calif. Inst. of Tech.	Paul C. Eaton	Pasadena, Calif.
Calif. State Polytechnic	Dean of Students	San Luis Obispo, C.
Univ. of California	Dean William Shepard	Berkeley, Calif.
Univ. of California	Dean William Weir	Davis, Calif.
Univ. of California	Assoc. Byron Atkinson	Los Angeles, Calif.
Univ. of California	Dean Thomas Broadbent	Riverside, Calif.
Univ. of Calif., Med. Center	Dean of Students	San Francisco, C.
Univ. of Cal. (Santa Barbara)	Dean Lyle Reynolds	Goleta, Calif.
Calvin College	Dean Philip Lucasse	Grand Rapids, Mich.
Canisius College	Edward B. Gillen	Buffalo, N.Y.

Capital University	Dean John Kirker	Columbus, Ohio
Carleton College	Merrill Jarchow	Northfield, Minn.
Carnegie Inst.of Tech.	Dean George Brown	Pittsburgh, Pa.
Carthage College	James McElhaney	Carthage, Ill.
Case Inst.of Tech.	Thomas E. Baker	Cleveland, Ohio
Catholic Univ.of Amer.	Jas.J. McPadden,SJ	Washington, D.C.
Central Mich. Univ.	Daniel Sorrells	Mt.Pleasant, Mich.
Central Missouri St.Col.	Dean W.O. Hampton	Warrensburg, Mo.
Univ. of Chicago	Dean John Netherton	Chicago 37, Ill.
Chico State College	John Bergstresser	Chico, California
Univ. of Cincinnati	Dean William Nestor	Cincinnati, Ohio
City College of N.Y.	Dean Daniel Brophy	New York, N.Y.
Clarkson Col.of Tech.	F. Gordon Lindsey	Potsdam, N.Y.
Coe College	Dean Thomas Williams	Cedar Rapids,Iowa
Colby College	Dean G. Nickerson	Waterville, Maine
Colgate University	Dean Wm.F. Griffith	Hamilton, N.Y.
Colorado State Univ.	Dean Robert Bates	Ft.Collins, Colo.
Colorado College	Dean Juan Reid	Colo.Springs
Colo. School of Mines	Dean W. V. Burger	Golden, Colo.
Univ. of Colorado	Dean Arthur Kiendl	Boulder, Colo.
Univ. of Colorado	Dean Harold Angelo	Boulder, Colo.
Columbia University	Asst.Edward Malloy	New York 27, N.Y.
Concordia Teach.Col.	Dean Carl Halter	River Forest,Ill.
The Cooper Union	Dr. Hollinger	New York 3, N.Y.
Cornell College	Dean Stuart Good	Mt.Vernon, Iowa
Cornell University	Dean Patricia Cross	Ithaca, N.Y.
Cornell University	V.Pres. Summerskill	Ithaca, N.Y.
Creighton University	Austin E. Miller,SJ	Omaha 2, Nebraska
C.W.Post College of L.I.	Dean Fred DeMarr	Greenvale, N.Y.

Dartmouth College	Dean T. Seymour	Hanover, New Hamp.
Univ. of Delaware	Dean John Hocutt	Newark, Delaware
Denison University	Dean Mark Smith	Granville, Ohio
Univ. of Denver	Dean Daniel Feder	Denver, Colorado
DePaul University	T.J. Wangler, CM	Chicago, Illinois
DePauw University	Dean Lawrence Riggs	Greencastle, Ind.
DePauw University	Asst.Dean W. Wright	Greencastle, Ind.
Univ. of Detroit	Dean Thomas A. Emmet	Detroit 21, Mich.
Dickinson College	Dean Alan Coutts	Carlisle, Pa.
Doane College	Dean James Campbell	Crete, Nebraska
Drake University	Dean Paul Bloland	DesMoines 11,Iowa
Drexel Inst.of Tech.	Dean William Toombs	Philadelphia, Pa.
Drury College	Dean Thomas Watling	Springfield, Mo.
Duke University	Dean Robert Cox	Durham, North Car.
Duquesne University	Dean J.F. McNamara	Pittsburgh, Pa.

East Texas State		
Teachers College	Dean J.W. Rollins	Commerce, Texas
Eastern Illinois Univ.	Dean R. Anfinson	Charleston, Ill.
Eastern Michigan Col.	Dean Ralph Gilden	Ypsilanti, Mich.
Eastern Wash.Col.of Ed.	Dean Daryl Hagie	Cheney, Wash.
Emory University	Dean David Robinson	Emory, Georgia
Emory & Henry College	Dean J.Gordon Brown	Emory, Virginia
Evansville College	Dean Robert Thompson	Evansville, Ind.

Fisk University	Assoc. Dean Wm. Green	Nashville, Tenn.
Florida A&M Univ.	Dean E. L. Perry	Tallahassee, Fla.
Florida Southern Col.	Dean A.H. Hansen	Lakeland, Fla.
Florida State Univ.	Dean R.R. Oglesby	Tallahassee, Fla.
University of Florida	Dean Lester Hale	Gainesville, Fla.
Fordham University	Victor Yanitelli, SJ	New York 58, N.Y.
Ft. Hayes Kansas State	Col. Dean Bill Jellison	Hays, Kansas
Fresno State College	Dean Leo Wolfson	Fresno 4, Calif.
General Motors Inst.	Robert S. Yoke	Flint, Michigan
Georgetown University	Rev. John L. Ryan	Washington 7, D.C.
George Washington U.	Donald Faith	Washington, D.C.
Georgia Inst. of Tech.	Dean George Griffin	Atlanta, Georgia
Georgia State College of	Dean	
Business Administration	William Suttles	Atlanta, Georgia
Univ. of Georgia	Dean J. Williams	Athens, Georgia
Gettysburg College	Dean J.W. Shainline	Gettysburg, Pa.
Grinnell College	Dean E.F. Peisner	Grinnell, Iowa
Grove City College	Dean R.K. McKay	Grove City, Pa.
Hamilton College	Asst. Dean S. Wertimer	Clinton, N.Y.
Hanover College	Dean of Students	Hanover, Indiana
Harvard College	Dean J.U. Munro	Cambridge, Mass.
Hastings College	Dean O.R. Stratton	Hastings, Neb.
Univ. of Hawaii	Dean Harold Bitner	Honolulu, Hawaii
Henderson State		
Teachers College	Dean Paul Cauffiel	Arkadelphia, Ark.
Hillsdale College	Dir. Robert Hendee	Hillsdale, Mich.
Hiram College	Dean Darrell Rishel	Hiram, Ohio
Heidelberg College	Dean R. Schmalfeld	Tiffin, Ohio
Hofstra College	Dean R. Hoffman	Hempstead, N.Y.
Univ. of Houston	Dean J.E. Williamson	Houston, Texas
Howard University	Dean A.J. Blackburn	Washington, D.C.
Idaho State College	Dean Mel F. Schubert	Pocatello, Idaho
University of Idaho	Charles O. Decker	Moscow, Idaho
Ill. Inst. of Tech.	Dean C. Wm. Brown	Chicago 16, Ill.
Ill. State Normal Univ.	Dean Richard Hulet	Normal, Illinois
University of Illinois	Dean Fred Turner	Urbana, Illinois
University of Illinois	Dean Carl W. Knox	Urbana, Illinois
Univ. of Ill. Professional	Dean M. Galbraith	Chicago, Illinois
Univ. of Illinois		
Chicago Undergraduate	Dean W. O. Brown	Chicago, Illinois
Illinois Wesleyan Univ.	Asst. Dean Diener	Bloomington, Ill.
Indiana State College	S. Trevor Hadley	Indiana, Pennsylvania
Indiana University	Dean Robert Shaffer	Bloomington, Ind.
Indiana State Teachers		
College	Dean Mark Williams	Terre Haute, Ind.
Inter American Univ.		
of Puerto Rico	Dean Luis Sambolin	Mayaguez, Puerto R.
Iowa State College	M. R. Kratochvil	Ames, Iowa
State Univ. of Iowa	Dean Marion L. Huit	Iowa City, Iowa
State Univ. of Iowa	Dirck W. Brown	Iowa City, Iowa
Kansas State College	Dean H. Wunderlich	Manhattan, Kansas

Kansas State		
Teachers College	Dean Victor Trusler	Emporia, Kansas
Kansas State		
Teachers College	Dean Ralph Wright	Pittsburg, Kansas
Univ. of Kansas	Dean L. Woodruff	Lawrence, Kansas
Kansas Wesleyan Univ.	Dean John Courter	Salina, Kansas
Kent State University	Dean Glen Nygreen	Kent, Ohio
Univ. of Kentucky	Dean L.L. Martin	Lexington 29, Ky.
Kenyon College	Dean Thomas Edwards	Gambier, Ohio
Knox College	Dean of Students	Galesburg, Ill.
Lafayette College	G.O. Hourtoule	Easton, Pa.
Lake Forest College	Dean H. Hoogesteger	Lake Forest, Ill.
Lamar State Col.of Tech.	Dean D. L. Bost	Beaumont, Texas
Lawrence College	Dean A. Cameron	Appleton, Wis.
Lawrence College	Dean G. Jernegon	Appleton, Wis.
Lehigh University	Dean J.D. Leith	Bethlehem, Pa.
Lenoir Rhyne College	Dean Frank Bretz	Hickory, N.C.
Lewis & Clark College	Dean Vergil Fogdall	Portland, Oregon
Long Beach State Col.	Dean Karl Russell	Long Beach 15, Cal.
Loras College	Rev. Eugene Kutsch	Dubuque, Iowa
Louisiana Polytech.Inst.	Dean S.X. Lewis	Ruston, La.
Louisiana State Univ.	Dean Arden O. French	Baton Rouge, La.
Univ. of Louisville	Dean Dave Lawrence	Louisville, Ky.
Loyola College	Rev. Frank Bourbon	Baltimore 10, Md.
Loyola Univ.of L.A.	Alfred J. Kilp, SJ	Los Angeles, Cal.
Loyola Univ.of New Orleans	Robert L. Boggs, SJ	New Orleans, La.
University of Maine	Dean John Stewart	Orono, Maine
Mankato State College	Dir. G.R. Schwartz	Mankato, Minn.
Maritime College	Dean Arthur Spring	Ft.Schuyler, N.Y.
Marquette University	Dean F.L. Stanton	Milwaukee, Wis.
Marshall College	Dean Harold Willey	Huntington, W.Va.
Univ. of Maryland	B. James Borreson	College Park, Md.
Univ. of Maryland	Dean Geary Eppley	College Park, Md.
Mass.Inst.of Tech.	Dean John T. Rule	Cambridge, Mass.
Univ. of Massachusetts	Dean Robert Hopkins	Amherst, Mass.
McNeese State College	Dean Ellis Guillory	Lake Charles, La.
Mercer University	Dean Richard Burts	Macon, Georgia
Miami University	Dean Rob. Etheridge	Oxford, Ohio
University of Miami	Dean Noble Hendrix	Coral Gables, Fla.
University of Miami	Dean Ben David	Coral Gables, Fla.
Michigan College of Mining and Technology	Dean Harold Meese	Houghton, Mich.
Michigan State Univ.	Dean Tom King	E.Lansing, Mich.
Michigan State Univ.	Dir. John W. Truitt	E.Lansing, Mich.
University of Michigan	James Lewis	Ann Arbor, Mich.
University of Michigan	Dean W. B. Rea	Ann Arbor, Mich.
Middlebury College	Dean Harris Thurber	Middlebury, Vt.
Midwestern University	Dean Wm. Yardley	Wichita Falls, Tex.
Univ. of Minnesota	Dean E.G.Williamson	Minneapolis, Minn.
Univ. of Minnesota	Dir. C.W. Wood	Duluth 5, Minn.
Mississippi College	Dean Charles Scott	Clinton, Miss.
Univ. of Mississippi	Dean L. L. Love	University, Miss.

Mississippi Southern College	Dean J.R. Switzer	Hattiesburg, Miss.
Univ. of Missouri	Dean Jack Matthews	Columbia, Missouri
Monmouth College	Dean E.H. Ball	Monmouth, Ill.
Montana State College	Dean Val Glynn	Bozeman, Montana
Montclair State Teachers College	Dean Ned Schrom	Montclair, N.J.
Moravian College	Dean M.D. Rader	Bethlehem, Pa.
Muhlenberg College	Dean Claude Dierolf	Allentown, Pa.
Muskingum College	Dean John Leathers	New Concord, Ohio
Montana State Univ.	Dean A. Cogswell	Missoula, Montana
Univ. of Nebraska	Dean J.P. Colbert	Lincoln 8, Neb.
Nebraska Wesleyan Univ.	Dr. Delbert Sampson	Lincoln, Neb.
Univ. of Nevada	Dean Sam Basta	Reno, Nevada
Newark Col. of Engrg.	Dean S. J. House	Newark 2, N.J.
Univ. of New Hampshire	Dean Robb Gardiner	Durham, New Hamp.
New Mex. Highlands Univ.	Dean Ray Farmer	Las Vegas, N.Mex.
New Mex. State College	Dean	State College, New Mexico
of Agric. & Mech. Arts	Phillip S. Ambrose	
Univ. of New Mexico	Dean H. Mathany	Albuquerque, N.M.
New York University	Dir. Philip Price	New York, N.Y.
New York University	Dean F.H. McCloskey	New York, N.Y.
North Car. State Col.	Dean James Stewart	Raleigh, N.C.
Univ. of N. Carolina	Dean Fred Weaver	Chapel Hill, N.C.
N. Dakota State Univ.	Dean C.A. Sevrinson	Fargo, N.D.
Univ. of North Dakota	Dean Charles Lewis	Grand Forks, N.D.
Northeast Louisiana State College	Dean Fred J. Vogel	Monroe, Louisiana
Northeastern University	Dean G. MacDonald	Boston, Mass.
Northern Ill. Univ.	Dean E.E. Hanson	DeKalb, Illinois
Northern Montana Col.	Dean John W. Stair	Havre, Montana
Northwestern State Col.	Dudley G. Fulton	Natchitoches, La.
Northwestern University	Dean James McLeod	Evanston, Illinois
Oberlin College	Dean W.D. Holdeman	Oberlin, Ohio
Ohio State University	Dean Mylin H. Ross	Columbus, Ohio
Ohio State University	Dean William Guthrie	Columbus, Ohio
Ohio University	Dean William Butler	Athens, Ohio
Ohio Wesleyan Univ.	Dean Ronald Stead	Delaware, Ohio
Oklahoma State Univ.	Dean J. N. Baker	Stillwater, Okla.
Oklahoma Baptist Univ.	Dean D.G. Osborn	Shawnee, Okla.
Oklahoma City Univ.	Dean Bob Jones	Oklahoma City, Okla.
University of Oklahoma	Dean Clifford Craven	Norman, Oklahoma
University of Omaha	Dean Don Pflasterer	Omaha, Nebraska
Oregon State College	Dean Don Poling	Corvallis, Oregon
University of Oregon	Dean Donald DuShane	Eugene, Oregon
University of Ottawa	Leonard DuCharme, OMI	Ottawa, Canada
Pace College	Dean Fred Couey	New York 38, N.Y.
College of Pacific	Dean Edward Betz	Stockton 27, Calif.
Pacific University	Dean C. Bryce Dunham	Forest Grove, Ore.
Pa. State University	Dean Merele Campbell	Univ. Park, Pa.
Univ. of Pennsylvania	Dean George Peters	Philadelphia, Pa.
Univ. of Pittsburgh	Dr. Wm. Swartzbaugh	Pittsburgh, Pa.

Polytechnic Institute of Brooklyn	Dean Henry Middendorf	Brooklyn 2, N.Y.
Polytechnic Institute of Puerto Rico	B. B. Palmer	San German, P.Rico
Portland State Col.	Dean Charles Bursch	Portland, Oregon
Pratt Institute	Dr. Louis Robineau	Brooklyn 5, N.Y.
Princeton University	Dean Wm.Lippincott	Princeton, N.J.
The Principia	Dean Allen C.Brooks	Elsah, Illinois
Purdue University	Dean Donald Mallett	Lafayette, Ind.
Purdue University	Dean O.D. Roberts	Lafayette, Ind.
Queens College	Dean George Spitz	Flushing 67, N.Y.
Univ. of Redlands	Dean Cliff Holmes	Redlands, Calif.
Rensselaer Poly.Inst.	Dean Ira Harrod	Troy, N.Y.
Regis College	Dean Bernard Karst	Denver 21, Colo
Univ. of Rhode Island	Dean John Quinn	Kingston, R.I.
Richmond Professional Institute	Dean W.O. O'Connell	Richmond 20, Va.
Rider College	Dean Robert McBane	Trenton 9, N.J.
Ripon College	Dean David Harris	Ripon, Wisconsin
Roanoke College	Donald M. Sutton	Salem, Virginia
Univ. of Rochester	Dean Frank J. Dowd	Rochester, N.Y.
Rochester Inst.of Tech.	Dir.Melvyn Renfret	Rochester 8, N.Y.
Rockford College	Dean Charles Walker	Rockford, Ill.
Rollins College	Dean Dyckman Vermilye	Winter Park, Fla.
Roosevelt University	Dean George Watson	Chicago 5, Ill.
Rutgers University	Dean C. Boocock	New Brunswick,N.J.
Rutgers University	Assoc. Edgar Curtin	New Brunswick,N.J.
Sacramento State Col.	Dean of Students	Sacramento 19,Cal.
St.John's University	Daniel Durken, OSB	Collegeville,Minn.
St.Lawrence University	Dean K.R. Venderbush	Canton, N.Y.
St.Louis University	Dean M. B. Martin	St. Louis, Mo.
St.Olaf College	Dean Mark Alml	Northfield,Minn.
St.Mary's University	Bro. Henry Ringkamp	San Antonio, Tex.
St.Peter's College	Gerard Fagan, SJ	Jersey City, N.J.
St.Procopius College	Dean V.Skluzacek,OSB	Lisle, Illinois
San Diego State Col.	Dean Herbert Peiffer	San Diego, Calif.
San Fernando Valley State College	Dean John T. Palmer	Northridge, Calif.
San Francisco St.Col.	Dean Fred Reddell	San Francisco 27
Univ.of San Francisco	Dean Francis A.Moore	San Francisco 17
San Jose State Col.	Dean Stanley C. Benz	San Jose, Calif.
Univ. of Santa Clara	Father J. Sweeters	Santa Clara, Calif.
Univ. of Scranton	Rev. James Donahoe	Scranton, Pa.
Shimer College	Dean Thomas Whelan	Mt.Carroll, Ill.
Univ.of South Carolina	Dean James Penney	Columbia, S.C.
Southeastern La. Col.	Dean L.E. Chandler	Hammond, La.
State Univ.of S.Dakota	Dean Howard Connors	Vermillion, S.D.
Univ.of Southern Calif.	Dean R.J. Downey	Los Angeles, Cal.
Southern Conn.State Col.	Dean R.R. Senour	New Haven, Conn.
Southern Ill. Univ.	Dean I. Clark Davis	Carbondale, Ill.
Southern Methodist U.	Dean M. Longnecker	Dallas 5, Texas
Southwestern College	Donald L. Colburn	Winfield, Kansas

University of Southwestern La.	Dean E. Glynn Abel	Lafayette, La.
Springfield College	Dean R. W. Cheney	Springfield, Mass.
Spring Hill College	Father Hilton Rivet	Spring Hill, Ala.
Stanford University	Dean Don. Winbigler	Stanford, Calif.
State Teachers Col.	Dean Samuel M. Long	Mansfield, Pa.
State Teachers Col.	Dean Dan J. Sillers	Minot, N. Dakota
State Univ. of New York,		
Long Island Center	Dean Allen Austill	Oyster Bay, N.Y.
State Univ. Teach. Col.	Dean G.G. Klopf	Buffalo, N.Y.
State Univ. Teach. Col.	Dean A.W. Baisler	Cortland, N.Y.
State Univ. Teach. Col.	Dean G. Saddlemire	Geneseo, N.Y.
State Teachers Col.	Dean N.E. Whitten	Oswego, N.Y.
John B. Stetson Univ.	Dean George Hood	DeLand, Florida
State Teachers Col.	Dean Vinton H. Rambo	Shippensburg, Pa.
Steubenville, Col. of	Rev. Leonard Sardo	Steubenville, Ohio
Stevens Inst. of Tech.	Dean C. Weelhausen	Hoboken, N.J.
Syracuse University	Dean John S. Hafer	Syracuse 10, N.Y.
Taylor University	Dean William Green	Upland, Indiana
Temple University	Dean Carl M. Grip	Philadelphia, Pa.
Univ. of Tennessee	Dean R.E. Dunford	Knoxville, Tenn.
Tenn. Wesleyan Col.	Dean Robert Mildran	Athens, Tenn.
Texas Christian Univ.	Dean Laurence Smith	Ft. Worth, Texas
Texas Col. of Arts & Ind.	Dean J.E. Turner	Kingsville, Tex.
Texas Tech. Col.	Dean James Allen	Lubbock, Texas
University of Texas	Dean Arno Nowotny	Austin 12, Texas
University of Texas	Dean Carl Bredt	Austin 12, Texas
Thiel College	Dean J.B. Stoeber	Greenville, Pa.
Univ. of Toledo	Donald S. Parks	Toledo 6, Ohio
Trenton State College	Dean C. McCracken	Trenton 5, N.J.
Trinity College	Dr. O.W. Lacy	Hartford, Conn.
Troy State College	Dean Lewis Godlove	Troy, Alabama
Tufts University	Dean Clifton Emery	Medford, Mass.
Tulane University	Dean John H. Stibbs	New Orleans, La.
University of Tulsa	Dan Wesley	Tulsa 4, Oklahoma
Union College	Dean M.S. Culver	Lincoln, Nebraska
Union College	Dean Edward Pollock	Schenectady, N.Y.
U.S. Air Force Academy	Col. Gabriel Ofiesh	Colorado
Upsala College	Dean Harold Carlson	East Orange, N.J.
Utah State Agric. Col.	Dean Ellvert Himes	Logan, Utah
Universite Laval	Jean-Charles Bouffard	Quebec, Canada
University of Utah	Dean W.W. Blaesser	Salt Lake City, Utah
Valparaiso Univ.	Dean Luther Koepke	Valparaiso, Ind.
Vanderbilt Univ.	Dean Samuel Babbitt	Nashville, Tenn.
Univ. of Vermont	Dean Clifford Earl	Burlington, Vt.
Univ. of Virginia	B.F. Runk	Charlottesville, Va.
Virginia Poly. Inst.	Dr. James W. Dean	Blacksburg, Va.
Wagner College	Dean K.W. Johnson	Staten Island, N.Y.
Washburn Univ. of Topeka	Philip Tripp	Topeka, Kansas
Washington & Lee Univ.	Dean F.J. Gilliam	Lexington, Va.
Washington State Univ.	Dean J. C. Clevenger	Pullman, Wash.

Washington College	Dean Albert Hill	Chestertown, Md.
Washington University	Dean Arno J. Haack	St. Louis, Mo.
Univ. of Washington	Dean D. Anderson	Seattle, Wash.
Wayland Baptist Col.	Dean M.J. Sharp	Plainview, Texas
Wayne State Univ.	Dean Harold Stewart	Detroit 1, Mich.
Western Illinois Univ.	Dean John Henderson	Macomb, Illinois
Western Maryland Col.	Dean W. M. David	Westminster, Md.
Western Michigan Univ.	Dean J. Towner Smith	Kalamazoo, Mich.
Western Michigan Univ.	Dean P.I. Griffith	Kalamazoo, Mich.
Western Reserve Univ.	Dean R. A. Griffin	Cleveland, Ohio
Westminster College	Dean Paul Engsberg	Fulton, Missouri
W. Virginia Univ.	Dean Joseph C. Gluck	Morgantown, W. Va.
Wheaton College	Dean Arthur Volle	Wheaton, Illinois
Univ. of Wichita	Dean James Sours	Wichita, Kansas
Col. of William & Mary	Dean C. Barnes, JR	Williamsburg, Va.
Wilmington College	Dean A. McCauslin	Wilmington, Ohio
Univ. of Wisconsin	Dean L.E. Luberg	Madison 6, Wis.
Univ. of Wisconsin	Dean L.C. Stamatakis	Milwaukee, Wis.
Univ. of Wisconsin	Theodore W. Zillman	Madison 6, Wis.
Wittenberg University	Dean Robert Long	Springfield, Ohio
College of Wooster	Dean Ralph A. Young	Wooster, Ohio
Univ. of Wyoming	Dean A.L. Keeney	Laramie, Wyoming
 Xavier University	 Dean P.H. Ratterman	 Cincinnati, Ohio

EMERITUS DEANS

(And Additional Mailing List)

Scott Goodnight, 1649 Aloma Avenue, Winter Park, Florida
 S.E. Crowe, Michigan State University, E. Lansing, Michigan
 B.C. Daly, Box 755, Laramie, Wyoming
 A.D. Enyart, Rollins College, Winter Park, Florida
 Garner E. Hubbell, 307 Morningside Terrace, Vista, California
 J.B. Jackson, 1107 Prince Edward St., Fredericksburg, Va.
 Ray E. Manchester, 208 North Lincoln, Kent, Ohio
 Ray C. Pellett, Adrian College, Adrian, Michigan
 J.J. Somerville, Ohio Wesleyan University, Delaware, Ohio
 T.J. Thompson, University of Nebraska, Lincoln, Nebraska
 Nicholas McKnight, 67 Addison Ave., Rutherford, N.J.
 Ed. L. Cloyd, North Carolina State College, Raleigh, N.C.
 J.H. Newman, University of Alabama, University, Alabama
 H.E. Stone, University of California, Berkeley, California
 Robert H. Plummer, University of Michigan, Flint, Michigan
 Helen Fisk (Miss), Western Personnel Inst., 1136 Steuben,
 Pasadena, California
 G. Kerry Smith, Assoc. for Higher Education, 1201 16th St.,
 N.W., Washington 6, D.C.
 Klopff, Gordon, Associate Professor of Education, Department of
 Guidance & Student Personnel Administration, Teachers
 College, Columbia University, New York 27, New York
 Edward M. Stout, Registrar, AACRAO, DePaul University, 25 E.
 Jackson Blvd., Chicago 4, Illinois
 Malone College, 515-25th Street, N.W., Canton 9, Ohio

APPENDIX F

SUMMARY OF PREVIOUS MEETINGS

Meet- ing	Year	Pres- ent	Place	President	Secretary
1	1919	6	Madison, Wisconsin	S.H. Goodnight	L.A. Strauss
2	1920	9	Urbana, Illinois	T.A. Clark	S.H. Goodnight
3	1921	16	Iowa City, Iowa	T.A. Clark	S.H. Goodnight
4	1922	20	Lexington, Ky.	E.E. Nicholson	S.H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E.E. Nicholson
6	1924	29	Ann Arbor, Mich.	J.A. Bursley	E.E. Nicholson
7	1925	31	Chapel Hill, N.C.	Robert Rienow	F.F. Bradshaw
8	1926	46	Minneapolis, Minn.	C.R. Melcher	F.F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F.F. Bradshaw
10	1928	50	Boulder, Colorado	S.H. Goodnight	F.M. Dawson
11	1929	75	Washington, D.C.	C.B. Culver	V.I. Moore
12	1930	64	Fayetteville, Ark.	J.W. Armstrong	V.I. Moore
13	1931	83	Knoxville, Tenn.	W.J. Sanders	V.I. Moore
14	1932	40	Los Angeles, Calif.	V.I. Moore	D.H. Gardner
15	1933	55	Columbus, Ohio	C.E. Edmondson	D.H. Gardner
16	1934	61	Evanston, Ill.	H.E. Lobdell	D.H. Gardner
17	1935	56	Baton Rouge, La.	B.A. Tolbert	D.H. Gardner
18	1936	92	Philadelphia, Pa.	W.E. Alderman	D.H. Gardner
19	1937	80	Austin, Texas	D.S. Lancaster	D.H. Gardner
20	1938	164	Madison, Wisconsin	D.H. Gardner	F.H. Turner
21	1939	87	Roanoke, Virginia	D.H. Gardner	F.H. Turner
22	1940	58	Albuquerque, N.Mex.	F.J. Findlay	F.H. Turner
23	1941	100	Cincinnati, Ohio	J.J. Thompson	F.H. Turner
24	1942	114	Urbana, Illinois	L.S. Corbett	F.H. Turner
25	1943	101	Columbus, Ohio	J.A. Park	F.H. Turner
26	1944	96	Chicago, Illinois	J.H. Julian	F.H. Turner
27	1945	Due to	Office of Defense Transportation	No Meeting Held	
28	1946	142	Lafayette, Indiana	Earl J. Miller	F.H. Turner
29	1947	170	Ann Arbor, Mich.	Arno Nowotny	F.H. Turner
30	1948	173	Dallas, Texas	E.L. Cloyd	F.H. Turner
31	1949	217	Highland Park, Ill.	J.H. Newman	F.H. Turner
32	1950	210	Williamsburg, Va.	L.K. Neidlinger	F.H. Turner
33	1951	222	St. Louis, Mo.	W.P. Lloyd	F.H. Turner
34	1952	180	Colo. Springs, Colo.	A. Blair Knapp	F.H. Turner
35	1953	245	East Lansing, Mich.	V.F. Spathelf	F.H. Turner
36	1954	231	Roanoke, Virginia	R.M. Strozier	F.H. Turner
37	1955	230	Lafayette, Ind.	J.H. Stibbs	F.H. Turner
38	1956	201	Berkeley, Calif.	J.E. Hocutt	F.H. Turner
39	1957	231	Durham, N. Carolina	F.C. Baldwin	F.H. Turner
40	1958	306	French Lick, Ind.	D.M. Du Shane	F.H. Turner
41	1959	303	Boston, Mass.	F.H. Turner	C.W. Knox
42	1960	367	Columbus, Ohio	H.D. Winbigler	C.W. Knox
43	1961	303	Colo. Springs, Colo.	W.S. Guthrie	C.W. Knox